Castroville Library

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Community Library Needs Assessment

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Section 1

Overall Executive Summary

Narrative Overview of Needs Assessment

The first library in Castroville was established at Whitchers Store and Post Office on November 21, 1914. Since those early days, the Library has moved numerous times occupying space in a variety of locations including a former firehouse, novelty store, and in the home of a local school principal. In 1984, the Library moved to the Castroville Station Shopping Center into its current leased facility of 3,797 square feet. According to the 2000 Census, Castroville's service area population has grown to over 8,560, or 62% in the past 10 years. The existing facility consists of only .4 square feet per capita for the current population. There is no doubt this facility is far too small and outmoded to meet the diverse needs of this growing community.

The Library has been reconfigured many times to maximize usage but there is literally no more free space available. Due to these space limitations the Library's ability to provide basic services, and/or add a range of new services has been severely compromised. The public space occupied by tables and chairs is very crowded. Furniture must be moved to enable a wheelchair user to maneuver around the public areas. There are only two public access catalog stations and during heavy use hours patrons often have to wait. There is only sufficient seating for 16 children in the designated children's area when regular programs often attract 50 or more participants.

A small meeting room is used for adult literacy tutoring and there is only space for one confidential session at a time. The space is also used for storage and for community meetings where only 6 or 7 adults can sit comfortably. Multiple patron uses of library space at any given time is limited because of the inability to isolate noise. There is no office space for the librarian, who now shares a small desk with a library assistant. The space for staff is closet-size and functions as a work area, lounge, and storage closet.

The inadequacies of the current facility and the need for a new Library are well documented. Over the past few years, the views of several hundred citizens living in Castroville and its surrounding communities have been extensively documented in a comprehensive community planning and library needs assessment process. This included participation in two important local planning initiatives, library sponsored surveys, patron focus groups, evaluation of the Libraries homework center programs, and participation in a community assessment study sponsored by the California Wellness Foundation, California Endowment, Monterey County Free Libraries, other local government agencies, businesses and private non-profit organizations. The outcome of this local process is clear, there is strong interest in having a larger, more modern library designed to meet the diverse needs of the community, and residents have definite attitudes and preferences relative to the design, site location, and programming of a new facility. It is important to note, there was tremendous consensus among residents throughout the various stages of planning and assessment.

Community and social needs critical to local residents have been documented in several noteworthy community assessment studies. These needs have been incorporated in the planning and design of the proposed facility. These recent studies have identified health education and access, literacy training for children and adults, school readiness, homework assistance, access to technology, crime prevention, job skills development and overall economic development as critical community needs.

Relevant Demographic Information

The Castroville Library service area includes the town of Castroville and surrounding rural housing areas and developments. The population has increased dramatically (62%) from the 1990 Census that showed 5,272 residents to an estimated 8,562 in the 2000 Census. The population is expected to grow at a slower rate (2.2%), in part due to limited land availability, however slightly greater than the county average (1.7%) during the next few years.

Latinos comprise the majority of the service area population (75%) with Whites following at (19%). Those 19 years of age and under comprise (38.3%) of the area population with those 20-64 (54.6%) and for those over the age of 65 (7.1%). Data on average family size show much larger families in the service area (4.45) than those across the county (3.65) or the state (3.43) and reflect the area's proportionately larger numbers of children. Economic information indicates that many, if not most, of the service area residents are employed, but they work in low-wage occupations in the agriculture and hospitality industries. Housing costs vary across the service area, but are generally among the lower priced homes in the county.

Low levels of educational attainment are seen within the service area. It is estimated that only half of the adult population has graduated from high school. County and state attainment figures are 71% and 78%, respectively. A very high percentage of community members primarily speak Spanish at home (59%), and literacy levels in English are generally low throughout the region. Academic achievement and English proficiency has been shown to improve as a student progresses through the educational system.

The Castroville service area has a large population of families with young children. Because many of these families could be characterized as the "working poor" the library is seen as an essential resource for services and programs they otherwise could not afford. Our needs assessment showed community members felt strongly about having homework support available for students, a stronger connection to local schools, more materials available in Spanish, greater computer access, computer training, youth and adult literacy programs, and space for community meetings. Additionally, the community expressed interest in collaborative programs to target local issues such as a high teen pregnancy rate, a high rate of K-12 students designated as limited English proficient, a large number of students entering kindergarten unprepared, low literacy, limited job skills for parents, and youth crime.

Description of K-12 Population and their Needs

The North Monterey County Unified School District (NMCUSD) is a medium-sized rural school district serving 5282 K-12 students who reside in an area of over sixty-five square miles. Many immigrant and migrant farm workers live within the district's boundaries where the student population is majority-minority with 65.5% non-white students. District students are at risk of educational failure because of high levels of poverty, teen pregnancy, limited English proficiency, low academic performance, and high crime. Teachers within the service area report 68% of the students are unprepared to enter kindergarten. For grades 3 and 5, Monterey County trails the California statewide average for both grade levels on the STAR (Standardized Testing and Reporting). For 9th and 11th Monterey County students test significantly lower than California in reading and math.

Our needs assessment showed, district administrators, teachers, parents and students believe there is a critical need to offer students more opportunities to participate in multicultural enrichment programs, including visual and performing arts, recreation, technology, nutrition and health education. They want to see more training for parents, seniors and community members so that they can assist students with tutorial, recreational, cultural and other programs. Students want more space, tables and chairs to accommodate the number of students who go to the Library. They also want less noise, greater access to computers, more resources to help with homework, and greater library hours. Parents want their children to have greater access to bi-lingual materials, technology, and community service opportunities.

Other critical elements emphasized by the group include greater opportunities for family involvement, access for students, families, and community members to educational opportunities and social service agencies, and opportunities to celebrate the multi-cultural ethnic diversity of the community. As outlined in the NMCUSD 2002-2003 Strategic Objectives, educators and parents want their students to be responsible learners, able to work independently and cooperatively with a variety of individuals, think critically, and solve problems creatively. They believe engaging students in community-based learning opportunities is an important component of achieving their objectives. They see the Library as a valuable resource for the school and support a new library facility designed and equipped to promote greater opportunities for partnerships between the Library, area schools and other community organizations.

Section 2

Needs Assessment Methodology

Executive Summary

The library service needs of citizens living in Castroville and its surrounding communities have been gathered extensively over the past seven years. A comprehensive needs assessment strategy was adopted that included participation in several important local planning initiatives, library sponsored surveys, patron focus groups, evaluation of the Libraries homework center programs, and participation in a large-scale community assessment study sponsored by the California Wellness Foundation, The California Endowment, Monterey County, other local government agencies, businesses and private non-profit organizations.

The goal of the needs assessment strategy was to identify what a wide range of residents wanted and felt they needed in relationship to a new public library, as well as, identify the critical social/community issues that could be address by a new facility. This multifaceted approach proved highly successful in meeting the needs assessment goal because it allowed input from a large number of diverse individuals that included, library patrons, educators, parents, students, seniors, school district administrators, government agencies, elected officials, businesses, and local non-profit agencies. Community meetings, forums, and workshops were well attended and widely publicized through the posting of flyers, mail, and local press. Spanish translation was made available at all gatherings and printed materials were offered in both English and Spanish.

Community Involvement

The Merritt Street Corridor Revitalization Strategy, 1998. Through a comprehensive process and many hours of community involvement, a vision and strategy was created to revitalize the town of Castroville. The responses received during public meetings helped to clarify community goals and identify revitalization opportunities. An impressive level of community consensus was reached during this effort, resulting in a master revitalization plan reflective of what the community considered their priorities. Because a library was identified as an important resource in the vision the community created, this process proved to be an ideal venue to begin to assess and understand the attitudes and preferences of residents relative to the design, site location, and programming of a new library.

Castroville is one of the oldest communities in Monterey County and residents were clear they wanted to build upon its historic town character, strong agricultural base, and rich cultural diversity. The community's vision for Castroville in summary:

> *A safe, inviting and attractive downtown where you will see trees, flowers, and freshly painted unique buildings. A place that has an interesting ambience, easy to walk to, ride bicycles, or drive through and park conveniently while going to the post office, local store or restaurant. A place to enjoy the cultural, environmental, and agricultural riches of the community. A place that provides its residents with the services it needs, a vibrant community with youth and adults heading to the ballpark for a game, school for a class presentation, or to the library or recreation center for a class or a meeting.*

Castroville residents identified four priorities, two of which provided the foundation for future decisions regarding the architectural design of a new library facility, where it would be located and how it would fit into a larger revitalization strategy. Two of the priorities most relevant to the proposed library were:

1. <u>Maintain Castroville's Culture, History and Small Town Character</u>. The community reached consensus on a central concept for revitalization in Castroville; that they wanted to maintain Castroville's history, small town feeling and agricultural setting, particularly among the artichoke fields. To ensure this priority was met two important decisions were made by the community. First, the proposed Castro Plaza was designated the town center for community events and a focal point of community pride. Second, there was agreement that residents wanted to protect the architectural history of the area and that future developments would be encouraged to preserve the architectural designs currently seen in Castroville. Residents also identified the need for a museum to house historic objects detailing the history of California, Castroville and the surrounding area. These items are currently held in private collections inaccessible to residents and/or visitors.

2. <u>Improve Public Facilities</u>. The community expressed the need for certain types of improvements in Castroville. Many residents identified increased lighting and pedestrian sidewalks, curbs and gutters, bus shelters, and safer crosswalks as a high priority for improvements. Overall, the community wanted to create an "image" and sense of identity to increase community pride in Castroville. This priority lead to the identification and design of streetscape, traffic and parking improvements planned for the town. The design of public facilities improvements particularly around the proposed Castro Plaza was another important consideration in deciding the placement of a new library facility.

All suggestions made during this process for architectural design and facility placement were included in the Building Program and Service Plan.

Castroville Recreation Feasibility Study. **An extensive effort to define the need for a new library began as part of the implementation of the** *Merritt Street Revitalization Strategy*. **This process involved broad public input from individuals, families, parents, seniors, community-based organizations, government agencies, and businesses. In addition to public meetings that were held with agencies and organizations interested in the revitalization of Castroville, additional community meetings were sponsored by the Citizen's Advisory Committee of the Redevelopment Agency and the North County Recreation and Park District.**

Through this highly visible, interactive process, the community evaluated the feasibility of building a number of new facilities that included a new library, community room, museum, childcare facility, gymnasium and two sports fields. This multi-year effort included numerous opportunities for public input, specifically on the community's identified need for each facility, the programs and services that were desirable, and the review of possible locations suitable for facility placement. This effort culminated in a series of community recommendations that are documented in *The Castroville Recreation Feasibility Study, 1998.*

The following is a summary of the conclusions as they relate to the new library:

1. <u>Build a New Library</u>. Participants agreed the exiting library facility could no longer adequately support the needs of the community.

2. <u>Increase the Size and Flexibility</u>. There was a need to expand the space to accommodate multiple uses and allow for additional services and programs. There was an identified need to provide space for community meetings and a small museum to house historic items.

3. <u>Expand Programs and Services.</u> Programs and services identified as important included: increased access to information technology resources including use of the Internet; training and tutoring in the use of technology resources for children and adults; quiet space for reading, studying research, homework tutoring, and adult literacy; space for children and adult cultural and educational programs; space to house a strong collection in the Spanish language for children and adults; space to house diverse materials that meet the needs and interests of the community's growing population; materials for adult new readers and the English language learning needs of the immigrant populations; resources that adequately address a wide range of educational levels; materials and services that serve the business community; including periodical subscriptions and investor services in print and online.

4. <u>Create a Community Facility</u>. Participants came to a consensus that the town needed to build a "Community Facility" that would include a new, larger library with classroom and meeting space, a small museum space, a childcare center and administrative offices.

5. <u>Locate the New Library at Castro Field</u>. Castro Field was chosen as the preferred site for the new facility because it was considered the "heart" of the community. The location was considered ideal because: 1) it is surrounded by two important town buildings, the historic Our Lady of Refuge Catholic Church and an existing community recreation center; 2) the location marks the area Juan B. Castro, the founder of Castroville, identified as the town center; 3) the location would be centrally located within walking distance of Gambetta Middle School and Castroville Elementary School; 4) students would not be required to cross Merritt Street to access the library; and 5) the site would allow space to develop a "Plaza" for the community to use for passive recreation and cultural events.

All suggestions made during this process were included in the Building Program and Service Plan.

<u>Monterey County Free Libraries Homework Center Evaluation 2001-2002</u>. In January 2001 through June 2002, the Foundation for the Monterey County Free Libraries conducted an evaluation study of the homework center program throughout the free library system. The study was contracted out to an independent evaluator and noted expert in the field. The study set out to examine both the benefits gained by students who participated in homework center activities and to address how well the centers provided services to students. Multiple methods of collecting information were used. It began with a focus group among homework center coordinators.

Observations of individual centers were made throughout data collection and the evaluator interviewed librarians and homework center coordinators at their sites. Library staff and parents (19) completed written questionnaires. 243 student participants were interviewed with a structured interview questionnaire at the centers by the evaluator and a group of trained student assistants. Eight classes of students (137) at two local schools completed surveys early in the academic year and at its end. It is important to note, all questionnaires and interviews were available in English or Spanish. Finally, the coordinators completed a daily census that tracked individual student participation at the homework center for one month. These findings are documented in the, Monterey County Free Libraries Homework Center Evaluation 2001-2002.

The evaluation study findings demonstrated the enormous success of the homework centers throughout the County and provided suggestions that coordinators, parents and students offered for improvement to services. Notable improvements were observed in student library research skills, improvement in school performance, improvement in student confidence as evidenced by students willingness to ask questions, work with others, and learn how to advocate for themselves in school. Homework center participants were shown to increase their utilization of other library services and more frequently encouraged other students to become patrons. Suggestions from coordinators, parents and students participating in the study are as follows.

Summary of Needs Identified by Students.

1. Increase Library Space, Tables, and Chairs
2. Increase the Number of Computers
3. Increase School Reference Materials
4. Control Noise
5. Increase Hours
6. Provide a Place to Relax and Eat at Center

Notable findings identified in the Monterey County Free Libraries Homework Center Evaluation regarding student census in the Castroville Library during May 2002 was 241 students averaging 3 visits. The highest census for one day during the month was 57, with 4% of the students in 1st through 3rd grades; 17% were in 4th and 5th grade; 43% were 6th through 8th grade; and 34% were in high school.

Summary of Needs Identified by Homework Center Coordinators.

1. Increase Hours Center is Open
2. Increase Word Processing and Internet Computer Access
3. Increase Support Materials - Text Books, Encyclopedias, Educational Games, Books, and Award Materials
4. Increase Number of Programs - Life Skills, Drug Prevention, Sex Education, Poetry, Music, Art, and training on the use of library equipment.

<u>Summary of Needs Identified by Parents.</u>

1. Increase Hours of Homework Center
2. Manage Noise Levels
3. Increase Spanish Language Stories (Books)

All suggestions made by participants in the evaluation, with the exception of student requests for a place to eat in the Center, were incorporated into the Building Program and Service Plan. This suggestion can be partially addressed by designated areas suitable for eating in the adjoining Plaza. The Community Room will accommodate meetings with refreshments.

Community Library Needs Assessment 2002. **A formal Community Library Needs Assessment was conducted during March and April 2002. Opinions and suggestions were solicited from a wide range of individuals and groups from the community, including local and county agencies, local advisory and service groups, neighborhood organizations, library patrons, and key community representatives. Information was collected through individual interviews, group discussions, focus groups, and a survey questionnaire (provided in Spanish and English). English and Spanish translation capability was available at each of the group meetings.**

Community groups providing assessment feedback included the Castroville Community Center Ad Hoc Committee, the Friends of the Castroville Library's Capital Campaign Committee, the Moro Cojo Homeowners Association, North Monterey County Redevelopment Advisory Council, the Friends of the Castroville Community Library, and the North Monterey County Unified School District Bilingual Advisory Committee. Key individual interviews were conducted with the Castroville Branch Librarian, senior administrators with the North Monterey County Unified School District, and the area redevelopment coordinator for the Monterey County Environmental Resource Policy Division. In addition, library patrons completed over one hundred questionnaires. In all, over two hundred individuals from the service area provided feedback on the new library, and many of the key informants and advisory groups represented the collective opinions of their constituents.

The following recommendations are a composite of the community interview suggestions and patron questionnaire responses. They are listed in order of highest to lowest priority.

1. <u>Expand the Homework Center and other Programs for Children and Youth.</u> **Community members felt strongly that the library should continue to assist students with their schoolwork. They valued the high quality of the current Homework Center program and would like to see it expanded. Other suggestions included having materials in Spanish, increased opportunities for youth to volunteer in the library, and suitable programs and materials for younger children.**

2. <u>Increase Computers for Public and Provide Training in Computer Skills.</u> **Community members wanted more computers for using application programs (word processing, spreadsheet, and data base) and for accessing the Internet. They also requested more training and tutoring programs in basic computer skills, using different application programs, and learning or improving Internet skills.**

3. <u>Increase Spanish Language/bilingual Collection Materials.</u> Community members, particularly Spanish readers and speakers, would like to have more books, magazines, newspapers "how-to" manuals, children's materials, and career information provided in Spanish. In addition, community members requested an Information Center (in Spanish and English) that would assist patrons in accessing public services and other community resources.

4. <u>Expand the Library's Operating Hours.</u> Community members felt strongly that the library should be open more often for patron usage, particularly during the evenings and on Mondays.

5. <u>Provide Smaller Rooms, Special Areas, and Adequate Resources for the New Library.</u> There was strong support for the new library site and community members would like to see it have numerous smaller rooms for students to study and for small group meetings. Other space suggestions included having a larger community room, designated areas for adult reading and a separate section for young children's programs. Community members recognized the importance of having sufficient staff, furniture, and equipment to provide for the expanded services and size of the facility. Community members would also like to have more opportunities to do volunteer work in the library.

6. <u>Consider Expanding Adult Tutoring and Training Programs.</u> Community members feel the adult literacy program is a valuable service and would like to see it continued. Members also suggested having additional training programs and tutoring in English language proficiency, and offering general assistance to patrons in Spanish.

7. <u>Continue the Spirit of Collaboration.</u> Community members have seen a great deal of collaboration among public agencies and community organizations in planning for the new library. They value the positive relationships developed through this extensive and complex planning process, and would like to see this spirit of collaboration continue into the future.

Suggestions made during this survey were included in our Service Plan and Building Program.

TELLUS DÍGANOS 1999. The concept for Tellus/Díganos originated in 1995 with a consortium of organizations from many sectors of the community: health, education, public safety, government, business and civic groups. The Monterey County Librarian was an integral part of this consortium. The basic purpose was to provide a comprehensive look at the community through the words of the residents themselves, as well as, provide analysis of statistical data that would allow for comparability with other communities, and to promote an asset-based look at the County's quality of life over time. Over 196 individuals from the various sectors came together to form Technical Advisory Committees providing oversight to the process, helping to develop the questions that would be asked, and to identify the data elements to be included in the assessment.

The assessment process included gathering secondary data from a variety of sources including but not limited to: U.S. Census, federal, state, and local government agencies, academic institutions, economic development groups, health care institutions, libraries, schools, local

police, sheriff and fire departments, and on-line databases through the internet. Primary data was also gathered through telephone surveys done randomly in English and Spanish with 523 households throughout the County. There was a 95% confidence (+/-5%) that the opinions of the telephone survey respondents reflected those of the overall countywide population. In addition to the telephone survey, over 1,500 community members were surveyed face-to-face in various locations throughout the County. The community survey was designed to be about five minutes in length and self-administered.

Surveys were conducted in Spanish, English and other languages in order to get the largest sampling of opinions. While the community survey was not as scientifically valid as the telephone survey, the evaluators felt the face-to-face approach enabled representation of more "difficult to reach" populations such as seniors who are less mobile and farm workers who often live in communities seasonally. This survey methodology also allowed for sampling low income, geographically remote and residents who may not have a telephone. Youth surveys were also conducted with 1,507, 11th graders in Monterey County public and private high schools.

Key Findings/Needs of *TELLUS DÍGANOS 1999:*

1. 50.2% of the telephone survey respondent felt bilingual education was "very important". 84.1% of Latino respondents felt bilingual education was very important.

2. *Local test scores-both on the Scholastic Achievement Test (SAT) and on the Standardized Testing and Reporting Program administered to students in grades 3,5,7,9 and 11 – lag behind the state averages.*

3. 26.4% of those surveyed by telephone said they participate in adult education; the most popular types were for older adults and those seeking citizenship. 13.3% in North County indicated they participated in adult education.

4. 35% of students countywide were Limited English Proficient (LEP). 94.8% of LEP students countywide speak Spanish.

5. 89.7% of telephone respondents indicated they see the arts as essential to education.

6. *43% of the telephone surveys in North Monterey County felt drug and alcohol abuse was a very serious problem at the high schools. 66.7% of Latino respondents reported they were very concerned about alcohol abuse in their communities.*

7. 34% of telephone respondents indicated they were concerned about gang activity. 56.8% of Latino respondents indicated they were very concerned about gang activity.

8. Of 1,493 surveyed 31% indicated they use the public library at least once a month.

Results of key data were incorporated in the Service Plan with space provided for programs in the Building Program.

TELLUS DÍGANOS – The Monterey County Children and Youth Report 2001. The assessment process included gathering secondary data from 40 different studies and 48 different resources and links. A Steering Committee oversaw the process and included 30 individuals representing government, health, social services, law enforcement, businesses, school districts, and non-profit community based agencies. The Monterey County Librarian was an important member of the Steering Committee. The Children and Youth Advisory Committee included 53 representatives from various organizations throughout the county with children and youth expertise. This Committee provided valuable guidance and access to reports and studies utilized in this report.

Key Findings of TELLUS DÍGANOS – The Monterey County Children and Youth Report.

1. There has been a 16% increase in the under-18 population since the 1990 Census. According to the 2000 Census there are 114,050 children under the age of 18 living in the county. Latino births increased by 14%, White births decreased 29%, and other births for all other ethnic groups decreased by 14%. 62% of all children in Monterey County are Latino.

2. At the end of 2000, only 9.6% of the homes in Monterey County were affordable to median income households.

3. Average family size in Monterey County varies from 2.4 to 5.3 with the Castroville area one of the highest at just under 5.

4. In Monterey County, over 45% of the children are born to mothers who have not completed a high school education.

5. 53% of Monterey County students receive reduced cost meals exceeding the average for California.

6. Monterey County kindergarten teachers reported that, on average 44.9% of their students were prepared for entry into kindergarten. North County teachers reported only 32% were prepared while 68% were not.

7. 65% of children ages 0-5 and 96% of the children 6-13 are being cared for by a relative, neighbor, or some other form of unlicensed care.

8. Monterey County has consistently lagged behind California over the last five years in the percentage of women receiving early prenatal care, and currently stands 5 percentage points below the statewide average of 82%.

9. Over 52% of all births to Monterey County residents in 2000 were funded by Medi-Cal.

10. Nearly one-half of pre-school age children screened by the Children's Oral Health Program exhibited some form of dental health problems.

11. For grades 3 & 5 Monterey County continues to trail the California statewide average for both grade levels on the STAR (Standardized Testing and Reporting). For 9th and 11th Monterey County students test significantly lower than California in reading and math.

12. The percent of students classified as English Learners in Monterey County schools has increased steadily during the past five years from 33.8% to 38.3%.

13. Approximately 28% of Monterey County high school graduates in 1999-2000 academic year completed the necessary course requirements for entrance into UC or CSU campuses, 62% did not. Monterey County has consistently trailed the California state average.

14. Monterey County's juvenile arrest rates are slightly higher than the state for misdemeanor and overall arrests.

15. Monterey County still ranks among the highest in teenage births in California with 69 per 1,000 as compared to 53 per 1,000.

16. Monterey County students in grades 7, (20%) 9, (34%) 11 (41%) reported in the California Healthy Kids Survey (2000), they had used alcohol within the past 30 days.

The vast majority of needs expressed in this report were incorporated in the Building Program and Service Plan.

North Monterey County Unified School District Strategic Planning 2000. In March of 2000, the District facilitated a strategic planning process over a period of two days. In addition to about 20 school district teachers, classified staff, board members and administrators, an additional 40 collaborative partners participated in the process of envisioning the future for students, their families and neighbors. Through a process conducted in Spanish and in English, parents, students, university partners, social services and local business partners developed an outline of goals and strategies to guide the District through the next decade.

The following needs were identified:

1. After school tutorial and enrichment programs.
2. Comprehensive family involvement in the educational process.
3. Access for students, families and community members to educational opportunities and social services agencies.
4. Opportunities available to celebrate the multicultural ethnic diversity of our communities.

The specific programs identified to meet the needs included:

1. Literacy Education
2. Programs for Senior Citizens
3. Integrated Health, Social Services, Recreation and Culture
4. Summer and Weekend School Programs
5. Nutrition and Health
6. Expanded Library Service Hours
7. Telecommunications and Technology Education

8. Parenting Skills Education

9. Employment Training

10. Services for Individuals who Leave School before Graduation

NMCUSD has a long history of creating linkages with appropriate agencies and organizations that can provide services to the geographically isolated communities included in the district attendance area. They identified a number of key collaborative partners and included the importance of the Castroville Library in supporting the goals identified in their strategic process.

The needs identified were integrated into the Building Program and Plan of Service.

Childcare Access Assessment. In addition to the previously cited needs assessment processes, Castroville also looked at the need to provide childcare services to the area's growing youth population. Access to childcare, especially affordable childcare, and to programs that address the early education needs of low-income families, are among the most significant challenges faced by working families in the region. When the residents looked at the various facilities they wanted to include in the Castroville redevelopment efforts a childcare center was considered a top priority. The childcare center needs assessment data is outlined in the following paragraphs and concludes with the benefit of co-location with the proposed new library.

According to the Monterey County Children and Youth Report, in 1998, it was estimated that 21,019 children 0 to 5 needed childcare in the County. However, only 7,734 slots were available in licensed childcare for the entire County. Therefore, licensed childcare programs were meeting approximately only 35% of the need. The remaining 65% of families had to rely on a relative, neighbor, or some other form of unlicensed care.

Community leaders in Castroville indicate that families of young children struggle to find safe environments for their children's care while parents work. A neighbor may occasionally provide day care for the very young. Other families have no choice but to keep one parent at home, which severely impacts the livelihood of the entire family.

It is important to consider that, as of 1999[1]:

1. 46% of all the families in Castroville earned under $35,000 per year.

2. 17.5% of the married-couple families with children under 5 years old lived below the poverty level.

3. 32.3% of the families with female householders (no husband present) and with children at home (9.1% of families) lived below poverty level.

4. The Castroville median income in 1999 was 74% of the Monterey County median.

5. The local elementary school reports that 85% of students are eligible for free or reduced lunch, and 50% of the students are English Language learners.

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[1] US Census, DP-3, Profile of Selected Economic Characteristics: 2000

The majority of the adults in Castroville are agricultural workers. In 2000, the median farm worker wage was $13,355/year[2]. The self-sufficiency wage for one adult in Monterey County is $8.48/hour ($17,638/year). For a family of three (one adult, one infant, and one school-age child), the income required for self-sufficiency increases to $18.18/ hour ($37,814/year). Therefore, it is impossible for single-income families to become financially self-sufficient. If both parents must work outside the home, adequate childcare becomes an indispensable factor in ensuring the health, sustainability and quality of life of these families.

A child's likelihood of educational, social, behavioral, and physical health is highly correlated with the educational attainment of his or her parents[3]. Women giving birth in Monterey County typically have substantially lower levels of education than the California average. Overall in California, approximately 70% of the women giving birth in 1998 had completed 12 years of education, while in Monterey County, only 55% of women giving birth had achieved that level of education.

A survey conducted in 2000 by the Monterey County Children and Families Commission, to which 95% of the kindergarten teachers in the County responded, reflects that only 32% of the children in North Monterey County communities (the region that comprises Castroville) are adequately prepared for kindergarten, as determined by their interpersonal, cognitive, language, hygiene, and self-help skills and development. If a community is to design programs that ensure the health, well-being and school preparedness of its young children, it must take into consideration the support that parents need to advance their own education and parenting skills.

The programs proposed for the Castroville Child and Family Development Center will serve preschoolers, while meeting the parenting and literacy needs of the adults responsible for the children. An array of development and support services will be available for the families.

1. Early Head Start services from prenatal to 3 years old
2. Head Start services for ages 3 – 5 years old
3. Migrant Child Care services for ages 0 – 5 years old
4. Migrant Education Even Start which promotes Adult Literacy through Child Development
5. Dad's In Action promotes early fatherhood development and male involvement
6. H.E.P. promotes High School Equivalency certificates for youth and adults
7. Title I, Migrant Education services for ages preschool to young adult

Services in the Castroville Plaza Child and Family Development Center will promote the appropriate development of children, based on their individual needs and growth potential. The social, emotional and physical development of children must be addressed before children are open to cognitive learning strategies. Children need to develop socialization skills to establish relationships, they must be loved and cared for to develop a sense of personal security and independence, and they must be healthy and nurtured for their physical development. Learning is an emotional response that takes place when children are ready. Families must be ready as

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[2] California Employment Development Department (EDD).
[3] Monterey Couth Children and Youth Report, Tellus/Diganos, 2001.

well. Because a child's development is at-risk if the family is at-risk, programs must also include services for the entire family. Models such as Head Start and Even Start have proven to be effective because of the comprehensive nature of the services provided to the entire family.

The Castroville Plaza Child and Family Development Center will foster a happy and safe environment where children and families will grow and learn together. The Center will build on the family's strengths and experiences, so that its members can reach their highest potential. The Center will be a model of quality services, where many partners work together to provide the most appropriate and comprehensive services. It will be a Center where children and families will have love, honor and respect for themselves, their families, their teachers and the community in which they live.

This multi-faceted project provides the perfect venue to substantially leverage current community assets, while building valuable new resources. The planning partners have identified a number of opportunities for program and service relationships. Among them are:

- The Library's close proximity to the proposed Center will provide ease of access and facilitate joint ventures of mutual interest. We envision weekly "field trips" to the library by the youth served at the Center. We plan to reach out to young adults using the Homework/Learning Center to read to the younger children and to open their eyes to the expansive resources available within the Library. We would invite the Library's Youth Advisory Committee to offer ideas on how the two ventures could work together and how the Center might address their family interests or concerns. Head Start has already been contacted by the Library's Reading Safari Van to begin making trips to local MCOE programs.

- The Library's Community Computer Project is an outgrowth of the Homework Center's involvement in technology and their collaboration with the Technology Tutors. The Technology Tutors are a group of volunteers who receive technology support from the CSUMB Computer Science and Technology Department and funding from the Neighborhood Grants Program of the local Community Foundation. They have also organized Computer Technology workshops in which Migrant students have been able to work with University computer students. Their goal is to help families get their first computer at home and to provide them with the training necessary to understand basic computer use. This group is also gathering data on the obstacles to computer ownership. We see this group as a valuable resource particularly for low-income families attending Center programs.

- The Castroville Library Homework Center is also a partner with the California State University at Monterey Bay Service Learning Department. University students at CSUMB are required to take 2 semesters of Service Learning courses that combine social issues-oriented course work with community work. The Homework Center coordinator recruits students from Service Learning courses to work with students in the library. These students provide one-on-one help or work with students in small groups. We will work with the Homework Center coordinator and the CSUMB Service Learning Department to identify options with the Center that might mutually benefit our families and the college students eager to gain important community experiences.

- Classes offered at the Center will be advertised and made available to young adults and their families utilizing the Library. Classes that are currently provided at Head Start facilities include numerous topics broadly focused on family health and wellness and parent and child development. In addition to planned classes on-site, MCOE Head Start has offered available classroom space to the Library and other agencies providing youth/family development and other community enhancing activities.

- When the Library hosts special events, we will seek opportunities that may exist to have on-site childcare available to attendees. We also anticipate co-hosting open house events to introduce and make available all the services offered at "The Plaza". In addition, the Center will offer access to resource and referral assistance, and to direct services provided on-site such as: completion of Medi-Cal/Healthy Families applications, access to the Readings is Fundamental (RIFF) program, Even Start, Early Start, family literacy programs, and others. The Center will provide written materials outlining resources available at the Library for patrons.

- The Library works with both the North Monterey County Unified School District Migrant Education Program and the High School ESL Program in providing guidance to the students involved with the program and have organized Back to School Nights, Financial Aid and College Awareness Programs. We believe there are opportunities for the Center to work with the Library in these and related areas for children, parents and siblings of families utilizing the Center. This is an area of considerable interest reported by parents of children in the Castroville area.

- The North County Recreational District is an important partner in this collaborative project. They currently offer a 5-day a week supervised after-school programs. In addition to recreational activities, youth are taken on field trips to the Library, they get library cards if they don't have them and they assist the young people with checking out books and utilizing the computers on-site. In addition, the Recreational District conducts a 6-7 week Summer Camp each year. During Summer Camp, youth participants attend bilingual arts and cultural enrichment programs that include live plays, music, arts and crafts, puppet shows and a variety of other captivating weekly events. The Summer Camp is currently a joint effort by the Library and Recreational District and these special weekly events are also made available to the broader community. Children and families utilizing the Center services will have access to these exciting programs.

- The Senior Congregate Nutrition Program is also housed at the facilities operated by the North County Recreational District. The collaborative believes the seniors participating in the program will be an important source of volunteer assistance for both the Library and Center and are hopeful they can complement the integration of the Foster Grandparent's Program currently utilized at many of the other child and family development sites throughout the County.

Methods Used to Elicit Community Input

Community input was elicited through workshops, forums, focus groups, interviews, community meetings, surveys, telephone interviews and polls, and through participation on various committees, as described in the previous sections. These opportunities were publicized through posting of flyers, press releases, special invitation, and news articles.

Section 3

Community Analysis

Government Agencies and Key Individuals

The Castroville service area is located in the unincorporated area of the County of Monterey. With the exception of fire protection and the local community recreation programs, the County of Monterey provides government services. The Monterey County Board of Supervisors provides the final approval of recommendations presented on the project.

The key governmental agencies that are involved in the planning of a new library facility and who will carry out future phases of the Library Project include: the Monterey County Board of Supervisors, the Monterey County Free Libraries, the Monterey County Capital Projects Office, the Monterey County Planning and Building Department, Monterey County Department of Public Works, and the Monterey County Department of County Counsel.

The Monterey County Redevelopment Agency has provided leadership throughout the planning phases of the facility, ensuring the work required has been accomplished. The Agency has worked in close coordination with the Library Department, other governmental agencies, and the community in the development of the conceptual plan for the facility, obtaining site ownership, securing the local match for the grant, coordinating the design and engineering professionals, and obtaining all approvals (including CEQA compliance and local Use Permit). The Agency Executive Director is Sally Reed, who is also the Monterey County Chief Administrative Officer. The day-to-day administration of the Agency is under the direction of Jim Cook, Program Manager. Nancy Wright is serving as the Project Manager for the Agency. The Capital Projects Office and the Redevelopment Agency are both housed in the Environmental Resource Policy Division, so work closely together on this project.

The Monterey County Free Libraries is a department of the County of Monterey. Under the direction of Bob McElroy, County Librarian, the department provides staffing and operation of 17 County branch libraries. This department is handling the Library Building Program, the Community Library Needs Assessment, and the Plan of Service. Shirley Dawson is the Castroville Librarian. She provides a close link with the community and the Friends of the Castroville Library.

The Monterey County Planning and Building Department is responsible for approvals of the various required permits. This department serves as an independent review of the conceptual plans, reviews the environmental analysis, and will ultimately grant building permits for the project in compliance with local conditions.

The Monterey County Capital Projects Office, a division of the County of Monterey, is participating in review of plans and cost estimates. This Office oversees all County-owned facilities and is involved in any new facility development. Since the facility will be owned and maintained by the County, ultimately, this Office has input into the library design to ensure effective long-term maintenance.

Monterey County Department of County Counsel is a division of the County and provides legal review of all appropriate documents, contracts, and agreements entered into by the County or any of its authorized entities.

Other important groups include the Foundations that have provided financial assistance to the project, as well as, the Friends of the Castroville Library (Friends) who have done an incredible job leading the efforts to raise the money needed to apply for Bond Act funds. The Foundation support includes the David and Lucile Packard Foundation, Harden Foundation, Monterey Peninsula Foundation AT&T Pebble Beach Public Charities, Grover Hermann Foundation, Cislini Fund, Sally Hughes Church Foundation, Max and Bessie Bakal Foundation, and the Community Foundation of Monterey County.

For the past three years, the Castroville Community Projects Coalition has provided invaluable insight and guidance to the design and planning of the library. This group has representation from the following organizations: Castroville Chamber of Commerce, Ocean Mist Farms, Monterey County Department of Social Services, Monterey County Redevelopment Agency, League of United Latin American Citizens, Castroville Rotary, Castroville Water District, County Service Area #14, North Monterey County Recreation and Park District, Monterey County Free Libraries, and the Friends of the Castroville Library.

Public and Private Schools to be Served

The North Monterey County Unified School District (NMCUSD) is a medium-sized rural school district serving 5282 K-12 students in nine schools who reside in an area of over sixty-five square miles. The District also provides adult and occupational training programs. Castroville service area students attend Castroville Elementary School, Gambetta Middle School, and North Monterey County High School. Modest school libraries exist at each of these sites. The elementary and middle schools are within walking distance of the new library site. With the exception of several preschools, there are no private schools located within the service area.

Although NMCUSD is a rural school district, many factors describing the communities included in the attendance area are similar to problems experienced by inner city school districts. Significant levels and types of crime occur in NMCUSD that are usually not associated with rural areas. By the middle school grades, students are involved with gangs, drugs, and tobacco and alcohol use, especially during the unsupervised hours between the end of the school day and the time that their working parents come home.

Many immigrant and migrant farm workers live within the district's boundaries where the student population is majority-minority with 65.5% non-white students. NMCUSD students are at tremendous risk of educational failure because of high levels of poverty, teen pregnancy, limited English proficiency, low academic performance, and high crime.

NMCUSD students lack academic skills in reading, math and language as demonstrated by their achievement on the Stanford Achievement Test (SAT/9). According to District officials, students test scores in grades 2 through 12 on the SAT/9 showed an overwhelming majority of students who scored below the 50th National Percentile Ranking (NPR). This chart includes Castroville Elementary School and Gambetta Middle School.

PERCENT OF K-8 STUDENTS SCORING BELOW THE 50TH NPR Spring 99

% Scoring Below 50th NPR	2nd	3rd	4th	5th	6th	7th	8th
Reading	76%	62%	64%	65%	72%	77%	69%
Math	72%	64%	72%	70%	74%	78%	67%
Language	74%	63%	65%	63%	63%	70%	63%

In 2000, the District facilitated a strategic planning process over a period of two days. In addition to about 20 school district teachers, classified staff, board members and administrators, an additional 40 collaborative partners participated in the process of envisioning the future for students, their families and neighbors. Through a process conducted in Spanish and in English, parents, student, university partners, social services and local business partners developed an outline of goals and strategies to help guide the district through the next decade. After school tutorial and enrichment programs, comprehensive family involvement, access for students, families and community members to educational opportunities and social service agencies, and celebrating the multicultural ethnic diversity of the community was emphasized.

As outlined in the NMCUSD 2002-2003 Strategic Objectives, educators and parents want their students to be responsible learners, able to work independently and cooperatively with a variety of individuals, think critically, and solve problems creatively. They believe engaging students in community-based learning opportunities is an important component of achieving their objectives. They see the Castroville Library as a valuable resource for the school and as a critical link in the community. They support a new library facility designed and equipped to promote greater opportunities for partnerships between the Library, area schools and other community organizations.

District administrators, teachers, parents and students believe there is a critical need to offer students more opportunities to participate in multicultural enrichment programs, including visual and performing arts, recreation, technology, nutrition and health education. They also want to see more training for parents, senior citizens and community members so that they can assist with tutorial, recreational, cultural and other programs for students. Students want more space, tables and chairs to accommodate the number of students who go to the Library. They also want less noise, greater access to computers, more resources to help with homework, and greater library hours. Parents want their children to have greater access to bi-lingual materials, technology, and community service opportunities.

Community Organizations and their Service Needs

Numerous organizations in the Castroville service area rely on the Library for materials, services, and programs.

Friends of the Castroville Library (Friends): The Friends provide support and resources to the Library to enhance services and programs. The Library provides the Friends space for meetings and special events and also provides supplies as necessary.

University of California, Santa Cruz Educational Partnership Center: UCSC Educational Partnership Center provides an array of services to the community. UCSC staff and faculty support the development of program planning, curriculum, planning and staff development.

Students from UC Santa Cruz serve at tutors, provide college counseling, mentoring, college information and visits to the university through the Early Academic Outreach Program. The Library provides opportunities for University students to work in the Homework Center and provide special programs to patrons.

La Clinica de Salud del Valle de Salinas (CSVS): CSVS is a system of community health clinics offering medical and dental services such as dental screenings and dental care, health screenings, immunizations, and physical examinations to children, women, and men. The Library posts and/or distributes information about Clinica de Salud services to increase patron awareness and access to health services.

The Monterey County Health Department, ACT Program: Provides parent/community education, meets with small groups to discuss the purposes, goals and activities of Adolescents Caring for Themselves (ACT) Program. The Library provides information regarding these meetings to their patrons and will provide space for on site events when the new library is built.

Even Start Program: Offers family literacy education and parent education programs. Even Start sponsors citizenship and G.E.D. classes, provides computer classes in English as a second language, word processing and other job skills. Numerous programs and resources are made available through Even Start that address parenting, health, community resources and family literacy. The Library provides information regarding these programs to the public and will provide space for classes when the new library is built.

North County Recreation & Park District: Provides recreational, educational, nutritional and social services to the community. The Library coordinates summer activities and provides library cards, and special programs for youth and seniors visiting from this group.

Teenage Pregnancy Prevention Program: Conducts community service activities after school, on Saturdays and during summer recess. This program also provides parent/community education. The Library provides information regarding these programs and will offer space to this group for community meetings and programs when additional space becomes available.

North Monterey County Unified School District: The Library has a joint use agreement with the District sharing resources and space particularly with the Homework Center activities.

North Monterey County Unified School District – Adult Education Program: The Library provides space for this group to conduct parent and community education including citizenship, ESL, parenting, Spanish as a second language, etc.

Rotary Club of Castroville: Provides high school students as tutors to younger students through the Interact Club of North Monterey County High School. The Library works with the Rotary to provide tutors to their patrons.

Community Based English Tutoring: Supervise and publicize SAFE Center activities. Provide English as a Second Language instruction to parents and community members to prepare them to participate as volunteer tutors for limited English proficient students learning ESL. The Library provides space for this group.

Safe and Drug-Free Schools Programs: The Library maintains information for students regarding the purposes, goals, and activities of the Safe and Drug-Free School Program.

Migrant Education Program: The Migrant Education Program's purpose is to ensure that children of migrant workers have access to the same free public education provided to other children. The Library provides space to tutors for instructing individual students through the Math/Engineering/Science Achievement (MESA) and Math Tutorial programs.

Alliance on Aging: Serves as the lead agency in Monterey County as the local planners for services and issues concerning the elderly. The Library provides space to this group so they can offer tax assistance, information and referral services to senior patrons.

Monterey Bay Aquarium: Provides educational programs, marine research and marine life exhibits in Monterey Bay. The Library works with the Aquarium to schedule field trips for patrons.

Girl Scouts of Monterey Bay: Offers progressive programming, presenting a broad range of activities for girls in grades K-12, in partnership with caring adults. Girl Scouts promotes growth in leadership, decision-making and interpersonal skills, and self-esteem through small group activities. The Library works with this group providing space and distributing information about their programs to patrons.

Demography

Population Characteristics:

The following population data are drawn from the U.S. Census 2000, unless noted otherwise. The Census data set most closely approximating the Castroville service area is for zip code area 95012. A complete tabulation of the service area demographics is included in Appendix B.

Number of Residents. Total population for the service area is 8,562. The total population growth over five years is projected to expand to 9,508. The anticipated service area growth rate (2.2%) is slightly higher than that of the County (1.5%) and state (1.2%)[4].

Race, Gender and Family Size of Residents. Population data presented in Table 1 indicate that the service area has a very large Latino population 75.3%. This exceeds the relatively high County percentage of 46.8% by a considerable amount and is higher than both California at 32.4% and national rates at 12.5%. The Latino student population in the Castroville service area varies from a high of 84% at Castroville Elementary School, 68% at Gambetta Middle School and 44%% at North Monterey High School. While gender ratios are consistent with the County as a whole, age related data show that the service area is comprised of a larger percentage of younger people than the County. That is, for the service area, there are proportionately more preschoolers, children, and youth than the proportion across the County. Further, the service area median age for Whites is considerably lower than the County average. Lastly, the size of families in the service area is much larger than the County average of 3.8 or the state average of 3.43. These data confirm and reflect the proportionately larger numbers of youth within the service area.

Population Language. The most prominent non-English language is Spanish. According to the Census 2000, the percent of those 5 years and older that speak a language other than English is much higher for those living in Castroville (78.1%) as compared to California (39.5%) and

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[4] "Comprehensive Economic Development Strategy", Monterey County Office of Economic Development, 12/00.

nationally (17.9%). The percentage indicating they speak English less than "very well" was also much higher for Castroville (46.5%) than for California (20%) and nationally (8.1%). According to the NMCUSD, Spanish is the language other than English that is spoken in the homes of the service area K-12 students.

Table 1: Key Demographic Data Comparisons: Service Area and Monterey County

		Castroville Service Area	Monterey County	California	National
Ethnicity	**% Latino**	75.3	46.8	32.4	12.5
	% White	18.8	40.3	59.5	75.1
Gender	**% Female**	48.5	48.2	50.2	50.9
Age	**% Under 5 yrs**	9.2	7.8	7.3	6.8
	% 5-19 yrs	29.1	23.8	27.3	25.7
	% 20-64 yrs	54.6	58.4	55.88	56.81
	% Over 65 yrs	7.1	10.0	10.6	12.4
Median Age	**Latino**	23.7	24.0		
	White	31.6	37.1		
	Service Area	27.0	31.7		
Avg Family Size					
		4.45	3.65		

Demographic Data & Analysis

Academic Performance Index:

The California Department of Education Academic Performance Index shows the Castroville service area schools, Gambetta Middle School (4) and North Monterey High School (5), performing in the middle third of performance statewide, and Castroville Elementary (2) performing in the bottom third of performance statewide.

All the schools in the service area fall short of the median API Base score for California elementary schools (690), middle schools (669) and high schools (635). For 2001, Castroville Elementary API Base score was 559, Gambetta Middle School was 610, and North Monterey County High was 628.

School data presented in Table 4 show high percentages of English learners at the lower grade levels in the district, with increased fluency in English and educational achievement seen as students progress through the educational system:

		Castroville State-Wide Rank	Similar Schools Ranking	CA
API Rank	**Castroville Elementary**	2 (559)	2	690
	Gambetta Middle	4 (610)	6	669
	NMC High School	5 (628)	6	635
			CA	**U.S.**
Percent "English Learners"	**Castroville Elementary**	59%	25%	5%
	Gambetta Middle	34%		
	NMC High	11%		

Poverty Rate:

The U.S. Census Bureau shows that Castroville has considerably higher poverty rates than average. For individuals in the service area, the rate in 1999 was 19.2%; for Monterey County it was 13.5%; for California it was 14.2%; and for the U.S. it was 11.8%. In 2000, almost 90% of the service area students in elementary school qualified for reduced or free meals, with 79.4% qualifying in middle school and 31.7% in high school. The average for all grades in the service area was 66.9% considerably higher than the County as a whole at 52.7% and the statewide rate of nearly 47%.

The following chart illustrates the percent of students participating in the Cal Works program and the free or reduced meal program as compared to Monterey County and California.

Table 3: Percent of Students in Cal Works & Free/Reduced Meals

	School	Castroville Service Area	Monterey County	CA
Cal Works	**Castroville Elementary**	10.2	10.1	12.7
	Gambetta Middle	7.5		
	NMC High School	4.7		
Free/Reduced Meals				
	Castroville Elementary	89.6	52.7	47
	Gambetta Middle	79.4		
	NMC High School	31.7		

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[5] 2000-01 Results

Per Capita Income:

According to the 2000 Census, per capita income in the Castroville service area is far below the rest of the County, state and U.S. at $10,729. The per capita income for Monterey County is $20,165 compared to $22,711 in California and $21,690 in the U.S.

Literacy Rate:

In the report, *Adult Literacy in California*, *May 1994,* written by Lynn Jenkins and Irwin Kirsch, they highlight the most recent literacy study completed as part of the National Adult Literacy Survey 1992. In this study, adults were classified at literacy levels 1-5, Level 1 being the lowest. The report states 24%-26% of respondents in California demonstrated skills in the lowest level of literacy (Level 1) and 21%-23% for the U.S. While we do not have information regarding our specific service area, we believe we have a much higher percentage of Level 1 adults because of the significantly higher percentage of non-English speaking residents with very low educational attainment as compared to California and the nation as a whole. Jenkins and Kirsch cite both factors as strong indicators of literacy.

Unemployment Rate:

According to the U.S. Department of Labor, Bureau of Labor Statistics, the unemployment rate for the region was 14.5% in December 2002. This figure is considerably higher than the state rate for December 2002 of 6.8% and the U.S. rate of 6.6%. Because of the seasonality of agriculture, a major industry within the County, unemployment rates during 2002 went from a low in August of 6.3% to a high in January 2002 of 16.3%.

Population composition by Age:

The median age of the service area residents, 27 years, is somewhat lower than that of Monterey County (31.7 years), California (33.3 years) or the U.S. (35.3 years). This difference can in part be attributed to the higher than average youth within the area.

Population by Occupation:

The predominate occupations in the Castroville service area are in production, transportation and material moving. However, it is important to note the disparity in state and national rates of farming occupations in comparison to the service area.

Management. 9.6% of service area residents are employed in management, professional and related occupations. This compares with 29.2% in Monterey County, 36% in California and 33.6% in the U.S.

Service. 19.6% of service area residents are employed in service occupations. This compares with 16.8% in Monterey County, 14.8% in California and 14.9% in the U.S.

Sales and Office. 19.6% of service area residents are employed in sales and office occupations. This compares to 23.2% in Monterey County, 26.8% in California and 26.7% in the U.S.

Farming, Fishing and Forestry. 16.1% of service area residents are employed in farming, fishing and forestry occupations. This compares to 11.2% in Monterey County, 1.3% in California and 0.7% in the U.S.

<u>Construction, Extraction and Maintenance</u>. 14.0% of service area residents are employed in construction, extraction and maintenance occupations. This compares to 8.5% in Monterey County, 8.4% in California and 9.4% in the U.S.

<u>Production, Transportation and Material Moving</u>. 21.3% of service area residents are employed in production, transportation and material moving occupations. This compares to 11.1% in Monterey County, 12.7% in California and 14.6% in the U.S.

Median Property Value:

The price of single-family homes in the service area varies considerably. On the top end, homes in the Oak Hills community are priced around $500,000 or higher. On the other end, homes can be found in Castroville for under $200,000. The most recent data on housing prices[6] show the median price for a single-family home in the Castroville service area ($319,538) to be well below the County average ($405,000). It should be noted, however, the County has some of the most expensive homes in the state (e.g., Pebble Beach, Carmel, Big Sur) as well as some of the least expensive (e.g., East Salinas, South Monterey County). The service area vacancy rate in 2000 (7%) was slightly below the County average (8%). However, the rate within the Castroville town limits was very low at that time (1%). Housing availability in the service area has increased substantially with the recent completion of the Moro Cojo subdivision, and housing growth is projected to be higher than the County average for the near future.[7] According to the 2000 Census the median home price in California was $211,500 and $119,600 in the U.S.

Population by Educational Level:

According to the 2000 Census, individuals living in Castroville have far less education than other Californians or the nation as a whole. Of the population 25 years and over, 40% have graduated from high school and 3% have a bachelors degree or higher. In California, 76.8% have graduated from high school and 26.6% have a bachelors degree or higher. Nationally, 80.4% have graduated from high school and 24.4% have a bachelors degree or higher.

Demographic Elements Compared to State and National Norm:

Demographic elements compared to state and national norms are found under each category above. A summary chart of demographic elements can be found in the Appendix B.

Executive Summary of Community Analysis

The Castroville Library service area includes the town of Castroville and surrounding rural housing areas and developments. The best estimate of the total population for the service area is drawn from the Census 2000 figures for the zip code 95012, which shows a total population of 8,562. However, the actual number of community members is greater than these figures show, and the population is expected to grow at a rate (2.2%) slightly greater than the county average (1.7%) during the next few years.

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[6] Monterey County Association of Realtors, 3/02.
[7] "Comprehensive Economic Development Strategy", MC Office of Economic Development, 12/00.

Castroville is one of the oldest communities in Monterey County and residents are clear about maintaining its historic town character, strong agricultural base, and rich cultural diversity. The community has created a vision for Castroville that is inviting and highlights the charm of a family oriented, culturally enriched atmosphere.

Latinos comprise the majority of the service area population (75%) with Whites as the next largest ethnic group (19%). The service area gender distribution is nearly equal and comparable to county levels. Age distribution comparisons show the service area population to have proportionately more children, youth, and younger adults than county rates, particularly among the White population. Data on average family size show much larger families in the service area (4.45) than those across the county (3.65) or the state (3.43) and reflect the area's proportionately larger numbers of children.

Although the service area is considered rural, many factors describing the communities included are similar to problems experienced by inner city school districts. By the middle school grades, many students are involved with gangs, drugs, and tobacco and alcohol use. The area has the eighth highest teenage pregnancy rate of all counties in California and has the third highest number of births to teenage mothers countywide. K-12 children need educational and enrichment activities in a safe, structured environment especially during the unsupervised hours between the end of the school day and the time their parents come home.

Economic information indicates that many, if not most, of the service area residents are employed, but they work in low-wage occupations in the agriculture and hospitality industries. The community could be characterized as being comprised of many "working poor". The economic situation of many area residents increases their reliance on social support systems and the availability of community resources that they cannot otherwise afford. An increasing number of newly arrived immigrant families who originate from small Mexican villages are locating in the Castroville service area. These families are often unfamiliar with local health and educational resources and lack necessary language and job skills to earn wages above the poverty level.

Housing costs vary across the service area, but are generally among the lower priced homes in the county. Despite this fact, homes are still considerably higher than the median for the country and given the lower salaries characteristic of the area, housing costs make-up a large portion of resident's income.

Educational data shows low levels of educational attainment within the service area. It is estimated that only about 40% of the adult population has graduated from high school. County and state attainment figures are 71% and 78%, respectively. A very high percentage of community members primarily speak Spanish at home (59%), and literacy levels in English are generally low throughout the service area.

NMCUSD reports that Limited English Proficiency students are entering district schools at an average rate of five per week. These factors have been identified as strong indicators of student academic performance particularly among young children, and can in part account for the low level of academic performance seen among area students as compared to the state. Academic achievement and English proficiency have been shown to improve as students progress through the educational system. The ethnic distribution of the school district is comparable to the broader community distribution.

School district officials report strong enrollments in adult school programs, especially English language classes. Adult residents are interested in furthering their education and are vocal about the need for a variety of classes available in Spanish.

There is strong community support for a new Castroville Library. Residents have utilized the current leased facility far beyond its capacity. Student patronage in the Library's Homework Center has increased steadily since its inception, rising from an average of 154 student visits per month during the 1995-96 school year to an average of 430 visits per month in 2000-01.

The proposed new library will include an array of services to meet the needs of the residents. The community's commitment to improve student achievement and improve the overall health and welfare of its families will be fostered by the Library/School District relationship and the communities' strong history of collaboration with numerous other agencies, organizations and businesses. The community will finally have a place to hold meetings, stage community cultural events, provide needed training and support, all the while utilizing the abundant resources of a well designed, architecturally appealing, new library.

Section 4

Analysis and Discussion of Community Characteristics

The demographic data reveals a service area predominantly comprised of Latino residents who prefer to communicate in Spanish at home, and who are working to provide a basic living for themselves and their relatively large families. However, with such low levels of education and English language proficiency, most of the adult population work in low paying jobs that do not require complex skills, high levels of technical knowledge, or fluency and literacy in English.

Economically, the service area could be described as a predominantly low-wealth community that primarily supports the agricultural, hospitality and production industries. Future growth in the service area population is likely to be ethnically and economically comparable to the current distribution and the community will likely continue to have an increased need for social and health services from the county.

Despite community members' low levels of education and literacy, they support educational improvement for themselves and for their children, and they look to the schools and the library for help in this regard. Students' academic achievement levels mirror their emerging proficiency in English and, although API statewide rank scores are comparatively low, there is a clear progression in educational gains as students move through the grade levels.

The community members are very engaged in the planning for local services and participate at a high level showing support for efforts to improve the circumstances of its residents. Further evidence of the commitment of residents, through the leadership of the Friends of the Castroville Library, community members have contributed to the successful fundraising efforts to raise the required matching funds necessary to apply for this grant.

Section 5

Analysis of Library Service Needs

Executive Summary of Service Needs & Impact on Library Plan of Service

The Library Plan of Service has been developed directly from the results of the needs assessment process that drew opinions, attitudes and suggestions from residents through focus groups, large community meetings, individual interviews, meetings with special interest groups, meetings with the North Monterey County School District, participation in local planning initiatives and two community-wide assessment studies and surveys.

The following recommendations are a composite of the needs identified in the community assessment process:

Increase the number of computers for public use especially for using application programs (word processing, spreadsheet, and data base) and for accessing the Internet; provide training and tutoring programs in basic computer skills, use of different application programs, and to effectively utilize the Internet; increase materials and training opportunities in Spanish;

1. Increase Spanish language/bilingual collection materials - particularly Spanish readers and speakers, would like to have more books, magazines, newspapers, "how-to" manuals, children's materials, and career information provided in Spanish, as well as collection materials that will assist English readers in achieving greater literacy in Spanish;

2. Provide space to make accessible pamphlets, instructions, and advice on accessing and utilizing public services and other community resources (in Spanish and English);

3. Expand the library's operating hours; provide smaller rooms for students to study and for small group meetings; larger community room for public use, designated areas for adult reading and a separate section for young children's programs;

4. Expand adult tutoring and training programs; increase opportunities for youth and adults to volunteer in the library; collection materials that support the high school's college preparatory curriculum, and that contain other books and materials aligned with the schools' curriculums; and provide sufficient staff, furniture, and equipment to adequately support expanded services.

To address these needs, the following service responses have been identified.

1. *Increase the print, electronic, and media materials* for all age groups with particular attention to the needs of Spanish speaking patrons. This includes purchase of current, popular materials tied to all age groups and an increase in the number of computers available for public use.

2. *Increase the availability of information* relative to community resources and educational resources tied to the identified community issues (teen pregnancy, youth crime, job training, health related topics etc.), Provide opportunities to train patrons on accessing information and increase access to information for Spanish speaking patrons.

3. *Increase the availability of learning opportunities* such as computer training, Internet training, literacy classes, Summer Reading, and cultural/arts enrichment programs that meet the needs of all age groups as well as Spanish-speaking residents.

4. *Support the K-12 students* improve academic achievement by increasing age appropriate resources that are linked to school based curriculum needs. This includes staff resources, space, volunteer and tutoring support, homework support and increased print and electronic materials. Increase coordination with the local school district.

Many of the needs identified in the needs assessment process were repeated throughout the various stages and supported by the demographic analysis. There was consensus that the leased facility was too small to accommodate a growing need, the setup and design of the facility was not conducive to quiet study areas, and there was not adequate space to increase the number of computers, programs, or collection materials needed to serve the community. There was a strong support for a community room to allow for a whole range of activities and events for families and many agreed support for the educational needs of K-12 students was a high priority.

In-Depth Analysis of Library Service Needs

More Computers. Community members feel strongly that the new library should have a substantial number of new computers for public use. The current number severely limits access particularly to those who do not have, or cannot afford to have a computer at home. The computers are needed for accessing library information, word processing, spreadsheet, and database program use, and for access to and utilization of the Internet. The Library intends to increase the number of computers available to the public by 500% (8 to 30).

Operating Hours. Community members also feel strongly that the new library should be open more often, particularly during the evening and weekend hours. Currently, the Castroville Library is closed on Mondays. Also, respondents would like the "Story-time" program offered on weeknights. The Library will look at ways to expand the number of hours it is available to the public and will offer Story-time periodically on week-ends to meet this need. The Community Room will be made available after hours and on weekends by arrangement.

Space/Facility. Community members would like the new library to have designated open areas for students to study, room for small group meetings, and for adult reading. A larger community meeting room is also considered desirable. Additionally, respondents would like to have an adequate number of bathrooms for patrons to use. A variety of additional areas for study, small group meetings and adult reading have been programmed in the Building Plan.

Improved Support for K-12. Community members strongly support the current Homework Center program and would like to see it expanded and adequately resourced in the new library. In addition, they suggest that collection materials support the high school's college preparatory curriculum. Also that other books and materials aligned with the schools' curriculums be available so that students can readily access research and other information related to their homework assignments. Lastly, respondents suggest that the library increase the number of openings or opportunities for students to volunteer for library work activities to support students' community service and service learning requirements. A joint-use agreement has been developed with the local school district outlining a number of substantive enhancements to the coordination of K-12 support.

Tutoring/Training Programs. Community members specifically requested that the library provide more tutoring and assistance programs for adult literacy and training programs in English language proficiency. Tutoring in computer use, computer applications, Internet skills, and school related areas were also requested. Community members would also like to have more opportunities to volunteer in the library. Additional space has been designed in the new facility to accommodate increased opportunities for tutoring and the Community Room will offer increased opportunities to provide on-site training and mentoring.

Information on Community Resources. Many community respondents suggested an "Information Center" for patrons that would provide pamphlets, instructions, and advice on accessing and utilizing public services and other community resources. The Library plans to have information available to patrons and offer opportunities to agencies that can provide on-site training on topics identified in the Needs Assessment.

Bilingual Collection Offerings. Because a large percentage of the community speaks Spanish, community members recognize the importance of providing collection materials in both English and Spanish. While there is strong support for the goal of becoming proficient in English, having collection materials that will assist community members in achieving greater literacy in Spanish is also considered important. The Library plans to increase the number of collection materials available in Spanish including but not limited to books, magazines, software, and materials for all age groups.

Section 6

Service Limitations of Existing Library

Not applicable. According to Title 5, Division 2, Chapter 3, Article 1, General Provisions, SECTION 20430, DEFINITIONS, (x) an "Existing public library is a facility operated to provide public library direct service, or leased, if the lease has a total duration of not less than 20 years." Currently the MCFL Castroville branch provides library services in a leased facility that has a less than 20-year lease agreement. The current lease expires in the fall of 2004, and therefore, the Castroville Library has no existing library.

Section 7

Physical Limitations of Existing Library Facilities

Not applicable. According to Title 5, Division 2, Chapter 3, Article 1, General Provisions, SECTION 20430, DEFINITIONS, (x) an "Existing public library is a facility operated to provide public library direct service, or leased, if the lease has a total duration of not less than 20 years." Currently the MCFL Castroville branch provides library services in a leased facility that has a less than 20-year lease agreement. The current lease expires in the fall of 2004, and therefore, the Castroville Library has no existing library.

SECTION 8

Space Needs Assessment

Castroville is planning an approximately 10,000 square foot multi-purpose building to house the Library, a Local History Museum collection, a Child and Family Development Center, and County Offices. The library space will include a homework center, study/tutor room and 2 public meeting rooms. The building will have a Spanish style Plaza that will include a garden and fountain. The building and plaza will provide space for cultural celebrations and community events such as music, festivals and activities that celebrate the diversity of the community of Castroville.[8]

The new facility will provide substantially more square footage than is currently available providing room for a larger collection, additional seating and technology with a variety of spaces to accommodate the service needs identified by the community. Monterey County Free Libraries uses 0.5 square feet of building per capita as its guideline. Sannwald and other expert sources recommend between 0.5 and 1.0 square feet of building per capita. This project is planned for 0.7 square feet of building per capita to accommodate the additional needs identified by the community.

Library Collections

Current Status and Proposed Capacity

The existing facility has reached its maximum collection capacity with approximately 23,625 volumes (books, media, and back issues of magazines and newspapers), at the expense of tables, chairs, and technology. The new Castroville Library's recommended collection target is approximately 33,000 in print and media volumes. The community has specifically identified the reference and international language collections for particular emphasis in growth. Additional reference materials will provide the necessary support for the Library's Homework Center services to K-12 students. Increasing international languages collections, particularly Spanish, will support the community's Latino population.

Category	Current Collection	Projected Collection	% Increase
Adult/Young Adult	13,500	19,521	44%
Children/Juvenile	8,800	11,702	29%
Multimedia	750	1,727	130%
Periodicals	25	48	92%
TOTALS	**23,075**	**32,998**	**43%**

Collection Development & Justification

The Monterey County Free Library System's Collection Development Policy is intended to serve, as a guide to meet the real and potential information needs of the patrons in an equitable way. It will

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[8] S. Munoz & Associates, Salvador Munoz, Architect.

provide a framework for supporting the Library's Mission Statement and library roles. Three library roles were identified as follows: Community/Cultural Center, Education/Information Center, and Technology Access Center.

The County Library system, with its seventeen branches, is a central point for access to leisure and entertainment services and materials, community and cultural activities, and local information. The branch libraries assist individuals of all ages in meeting their lifelong information needs for school and independent learning activities, develop an interest in reading, and assist business and other organizations in meeting their informational needs. These branches also provide a variety of technological resources to individuals, businesses, and other organizations, and assist them in the use of these resources.

The County System selects materials that support its identified roles with emphasis on the following four areas of service: recreational, informational, early childhood education, and educational enrichment for elementary, secondary, and college students.

Recreational material features current, high-interest materials, both fiction and non-fiction, in a variety of formats for people of all ages. The emphasis is on best sellers, classics, and popular non-fiction, and periodicals of general interest.

Informational material providing timely, accurate, and useful information for community residents to support personal and professional interests will also be maintained. The branch libraries also serve as centers for life-long learning. The Library promotes on-site and telephone reference service, providing information ranging from answers to practical questions to specialized research in selected areas. To support this service, the branch libraries provide reference tools, both print and electronic, within financial constraints. All branches will maintain basic, core reference collections and access to basic electronic databases and the Internet. Additional reference support to the smaller branches is provided by the nearby larger libraries and ultimately by the System Reference Center at the Seaside Branch. The Soledad Branch handles Spanish language reference requests.

The Library encourages an interest in reading and learning in young children through services for children and their families. Parents and other adult caregivers can locate materials on childcare, child development, reading readiness, storytelling, and parenting. The library has a variety of materials and formats for preschoolers and for adults working with children. Branches provide story times and outreach to preschools and daycare centers. A future childcare center is designed as an attached unit to the planned Castroville Library.

Generally, the County Library system cannot duplicate the services for which school library and media centers are designed. The branches cannot provide specific textbooks, but do provide supplemental support to students. However, the Castroville branch has formed a school library partnership, allowing for supplemental support through the planned staffed Homework Center with computers and the Summer Reading Program. The Library will offer tours for classes; instruct students on using library tools, and assist students in locating information to support the education level needed. In addition, school textbooks and other curriculum support materials and resources will be provided to the Castroville Library for student use in the Homework Center.

The collection will be comprised of material for children, juveniles, young adults, adults, and seniors. Collection types will include audio-visual such as videos and books on tape, large print, biography,

periodicals fiction, non-fiction, paperbacks, new books, and reference material. Some of the collection will be in English and some in international languages.

According to the Collection Policy of the Monterey County Free Libraries, the seventeen branches that comprise the County system are arranged in regionally cooperatives areas – North County, the Monterey Peninsula, and South County. All branches support the library's roles and service areas. However, branches differ in the depth of the services and collections they are able to provide. The branches are generally divided into four tiers representing the level of service they are able to deliver.

The County Library Collection Policy defines their selection goal as selecting, organizing and making accessible library materials in many formats to meet the expressed and anticipated needs and interests of the communities it serves. The System is committed to providing materials in English, Spanish, and other international languages that best reflect the current and future demographics of Monterey County. Access to these materials will

- Provide insight into a wide range of human and social conditions and cultural heritages
- Support lifelong education and supplement formal education
- Meet the informational and recreational needs of the communities
- Provide a variety of materials on matters of current interest
- Assist the individual to grow intellectually and culturally
- Reflect a broad range of opinions

A higher level of reference materials beyond the basic collection will also be maintained to support the Homework Center as well as the local history museum located in the lobby. All formats will be represented: books in hardcover, paperback, and large print; video cassettes; audio cassettes (talking books); magazines and periodicals with at least one year of back issues; encyclopedias; pamphlets; government documents; college catalogs; telephone books; electronic and CD ROM product; and computer software. Materials for the visually impaired, such as an ADA public computer are planned for the new facility as well as books on tape, and large print material. Books and other materials in international languages including Spanish reflecting the community demographics will be represented. New formats will be considered for the collection when local interest dictates and budget allow for purchase.

Some of this material will be temporary or semi-temporary collections such as Holds, Reserves, Branch Manager's collection, Homework Center material, storage of back issues of periodicals, and material waiting to be re-shelved.

Tier I covers branches with collections of less than 10,000. The collection would be at the "Recreational Level", a highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. Tier II branches maintain collections from 10,000 to 25,000 volumes. Here again they are at the "Recreational Level." However, they do fulfill the roles of the MCFL as a whole and provide service in all four areas of service as outlined in the collection development policy. Tier IV provides the highest level of service at the "Instructional and Reference Level" and includes the principal libraries. Instruction/Reference level means that the

collection provides an extensive range of coverage including general advanced works with currency given a high priority.

Tier III branches, which the new Castroville Library will be designated, have more space and resources in order to fulfill the MCFL roles and provide service in all four areas of service. Selection is at the "General Information Level," a collection that is adequate to support general interest and initial study, or a popular collection of materials that has a selection of prominent current titles. The emphasis is on developing a collection that meets general community needs. It includes a judicious selection from currently published titles supported by selected, retrospective significant titles, a broad selection of works of more important writers, a limited selection of most significant works of secondary writers; a selection of major journals and current editions of the most significant reference tools.

The Tier III branches will maintain collections of fiction, which include noted authors, previous best sellers of continuing interest and a basic collection of non-fiction in a variety of subjects to serve practical and information needs. For adults, emphasis is on best sellers and current popular and recently published titles. For the child and juvenile population, current quality titles and a basic collection of standard fiction, picture books and easy readers will be maintained along with non-fiction to meet current information needs.

Library Use Statistics

During the year 2001, Castroville serviced their patrons as follows:

Description	Subtotal	Total
Total Annual Circulation by Outlet		23,936
Reference		7,724
English Reference & Readers Advisory – ILL/IBL	6,470	
Spanish Reference & Readers Advisory – ILL/IBL	1,254	
Number of Programs (School-age)		11

Attendance at Programs (School-age)		696
Adult	181	
Juvenile	515	
Class Visits		12
Attendance at Class Visits		237
Adult	29	
Juvenile	208	
Adult Programs		2
Attendance at Adult Programs		100
Technology Users		9,050
Homework Center Students Served		3,346
Volunteer Hours		398

In response to the community's request for more Spanish and bilingual materials the international languages collection will be increased to 9.5% of the adult/young adult book collection, 5% of the children/juvenile book collection, 19% of the multimedia collection and 38% of the periodicals collection, primarily in Spanish. In addition, the MCFL system provides Spanish language collections in each of its branch libraries with an extensive Spanish language collection in the Soledad branch library. All of these materials are easily available to Castroville patrons through the MCFL on-line intra- and inter-library loan program.

In response to the community's request for more reference materials the reference collection will increase from a modest 1,372 to more than twice that number at 2,952. This will include a special collection on local history that will support both K-12 students in the Homework Center and the local history exhibits in the lobby of the new Library. To support the needs of K-12 students and the Library's joint use agreement, the Homework Center will house a collection of curriculum books and materials, coordinated with the schools for student research and for literacy programs.

Currently, other branches in the Monterey County Free Libraries system, with a service population of 300,000, use a standard of 1.6 total volumes per capita. Sannwald recommends at least two volumes per capita and Holt recommends for a population range of 10,000 to 24,999 a basic collection size of 2.6 print volumes per capita. This program has taken into consideration the community's priority for new computers, and program spaces, as well as the additional collection materials available from the MCFL system through the click of a mouse. We believe that 2.4 volumes per capita for a total of almost 31,000 books will address the needs identified by the Castroville community.

The Library's audiovisual collection is very popular with its users. As a result the audio-visual collection will more than double in volume from 750 to 1,727 with a minimum of 19% in international languages. Of the total audio-visual collection 40% will be in video format, 42% in audio cassettes and 19% in CD-ROMS and DVDs. As with all other collection materials, a wider selection is available through the MCFL intra- and inter-library loan program.

Currently other branches in the MCFL system use a standard of .03 volumes of audiovisual materials per capita. Holt's Wisconsin Library Building Project Handbook recommends..11-.13 per capita for communities of 10,000-24,999. With a projected population of just over 13,000 by 2020, we are recommending the higher standard of .13 per capita for the Castroville Library.

Space requirements are relatively efficient for audiovisual formats and it is anticipated that this trend will continue. This should provide the opportunity for increasing the collection as new formats emerge in the future.

The emphasis for the periodicals collection in the new Library will be on expanding its international language publications. The Library currently subscribes to 24 titles and plans to double its subscriptions to forty-eight, 38% of which will be in international languages (primarily Spanish).

Library planning guidelines (State of Wisconsin) suggest 11.8 periodical titles per 1,000 people for communities of 10,000-24,999. However, California libraries are trending toward a somewhat lower ratio due to increasing reliance on Internet access for current news as well as increasing online access to full-text periodical backfiles. The Castroville community needs assessment supports that trend. While the MCFL system currently uses a standard of 2.3 subscriptions per thousand population, we

are recommending a slightly higher standard of approximately 3.8 subscriptions per 1000 population for the new Castroville Library.

Summary of Projected Collections

A summary of the projected collections including categories, subcategories, volume types, percent of collection, projected total volumes, percent in circulation, projected volumes on shelf and volumes per linear foot is provided in the allocation of library collections in Appendix C.

Collection Space Chart

Circulation will account for approximately 25-30% of the collection at any given time, although reference books are non-circulating and must therefore have shelf capacity for the complete collection. The collection will consist of a variety of formats including audio-visual material, periodicals, hardcover, and paperback. There will be books on tape, videos, fiction, non-fiction , biography, reserves and holds, large print, temporary, magazines, newspapers, consumer information, pamphlets, ready reference, software, leased fiction, easy readers, picture books and a local and state history collection.

The following, recommended by Brawner and *LibrisDesign,* are the number of items that will fit on a standard (36") shelf according to size, i.e., type of item: In addition to circulation, the guideline norm for establishing on-shelf capacities allows for a clear space on each shelf for ease of free shelving and for addition of materials -- the following figures are calculated to the norm.

TYPE	NUMBER/ LINEAR FOOT	CONVERSION FACTOR VOLUMES / 3' SHELF
Adult Fiction, Non-Fiction	8 volumes	24
Audio Cassettes	10 tapes	30
Audio Book Cassettes	6 (in library containers) - 10	18
Children's Easy Readers	15 – 20 volumes	60
Children's Picture Books	20 volumes	60
Compact Discs (CD-ROMs)	6 (in library containers) - 25	75
Consumer Information	6 - 20 items	18 – 60
Magazines	1 issue (displayed) 7 back issues boxed/bound	3 (displayed)
Newspapers	1 issue 10 back issues bound	3 (displayed)
Government Publications	22 items (unbound) – 52	66 – 156
Juvenile Fiction, Non-Fiction	10 – 13 volumes	30 – 39
Juvenile Paperbacks	16 volumes	48
Large Print	6 – 8 volumes	24
Local History	8 volumes	24
New Books (Face out)	1 volume	3
Paperbacks	15 – 16 volumes	48

Ready Reference (Telephone/Internet, Encyclopedias, Directories)	6 - 20 items	18
Reference	6 volumes	18
Video Cassettes	7 – 10 cassettes	30
Young Adult	12 volumes	36

NOTE: As new media technology is introduced, such as electronic formats for reference materials, space requirements may change.

Calculations Used to Obtain Space Needed

In general, the number of volumes divided by the conversion factor (number of volumes per three foot shelf) equals number of shelves needed. The number of shelves needed divided by the number of shelves per unit equals number of shelving units needed times number of square feet per single-faced unit equals square feet needed for total number of volumes. The number of units needed is multiplied by the number of linear feet per unit (three/shelf) and this equals the total linear footage needed. Square footage per shelving unit is based on 36" shelves and 42" aisles. *LibrisDesign* was used for calculations and conversion factors.

Using the above figures, the following formula -- calculated with 25% - 30% clear space, may be used to figure the number of square feet needed for the desired number of volumes: [T = Total area/type collection; S = Number of volumes per shelf; U = Number of shelves per unit; F = Footprint of the unit; A = Square footage needed]: $A = TF/SU$. Back issues are kept for just one year. For basic calculations, example if there are eight titles, that figure is multiplied by 12 months that equals 96 back issues per year. Newspapers are also kept for one year but are multiplied by 52 weeks. Using the designated conversion factor, a slightly higher figure is used for this project's calculations. For this project, the following *LibrisDesign* figures were used: (Factor is number of books per one foot times three feet {this equals one shelf length})

The number of shelving units times the number of shelves per unit equals the total number of shelves. (12 shelving units x 10 shelves/unit = 120 shelves). The Volumes/Linear Foot times three (number of feet/shelf) equals the total volumes per shelf (8 volumes/linear foot x 3 feet/shelf = 24 volumes per shelf). The total number of shelves per unit times three will give you the total number of liner feet per unit (120 shelves/unit x 3 feet/shelf = 360 linear feet/unit).

Conversion Factors Used in Calculations

The Castroville Library will use a variety of styles of shelving units to accommodate the variety of materials in its collections. The style and height of the unit will determine the number of shelves per unit. Space needs for shelving are based on an average unit length of 3 feet factored with an aisle width of 42 inches. Standard shelving space allocation is based on twelve square feet for each single-faced unit and twenty square feet for each double-faced unit of shelving, regardless of height. The special collection of local history volumes will be shelved in a display-style bookcase that has been allocated 15 square feet per unit. Actual square feet needed will vary from collection to collection.

Appendix D, Shelving the Library Collections, details the collection's shelving requirements including, projected volumes on shelf, volumes per linear foot, number of shelving units, number of square feet per shelving unit and number of assignable square feet of shelving required to accommodate each collection.

Readers' Seats

Description of Patron Seating

The variety of seating available focuses on the diversity of library user needs and services. The new Castroville Library will include reader seats, technology carrel seats, and meeting room seats. Reader seating will include lounge chairs, reader table chairs, group study table chairs, as well as children and juvenile chairs.

Number, Type, and Allocation

The new Castroville library will have a total of approximately 55 readers' seats available for public use. **This total includes 20 reader seats for adults, 12 for young adults and 24 seats for children.** In addition, there will be approximately 75 meeting room seats.

The group-study chairs will be in a separate Study/Tutoring Room in the Homework Center area. There will be readers' seats with 15 tables distributed throughout the Library and lounge chairs located in the Periodicals collection. There will also be some benches outside of the Library Entrance for patrons to sit outdoors to read. Specific allocations can be found in Appendix E.

Standards

Monterey County Free Libraries system currently has approximately 500 seats that include carrel, visitor, lounge, personal computer, meeting room, office, study/tutor, on-line public access catalog (OPAC), and reader type seating. Approximately half of these are reader seats. **Wheeler recommends 25 readers' seats for communities of 20,000** while other experts recommend up to 4 seats per thousand. This project will use the higher recommended levels providing approximately four seats per thousand patrons for a total of 55 readers' seats. **A higher than usual number of seats is justified in this case based on current usage levels of Castroville's existing cramped facility and the expected increased use of the Library, as additional materials, programming and meeting space will introduce the Library to a broader cross section of the community and add to its appeal. The needs assessment supports this expectation. The addition of a dedicated space for the Homework Center will encourage more patrons to spend time visiting the Library.**

This high quantity also recognizes that in a community with many multigenerational households and the overcrowding that results from lower economic status and large families, the Castroville branch Library will be a popular haven for many. It is expected that the Library will continue to serve many students and others who will use the library for extended periods of time as people seek out quiet areas where they can retreat to.

Calculations Described

LibrisDesign was used for all calculations and conversion factors. All square footage for seats was calculated to include circulation space surrounding the chair. **Seating at reader tables has been allocated at 25 square feet per seat, which includes the table space and chair. Adult lounge seating has been allocated 35 square feet per person; seating for toddlers and young children at 20 square feet.**

Items with a zero square footage are calculated into the table square footage. For example: one readers' table (48" x 72", 4-person) equals 100 square feet, which includes spacing for four chairs.

See Appendix E for Allocation of the Library's Readers' Seats including square footage of each readers' seat. Allocation of Technology details space needs for technology carrels, including chairs.

Conversion Factors Provided

The following chart gives the conversion factors (square feet) for chair types:

TYPE	SQUARE FEET
Chair, Child's	0
{Table, Children's}	*{80}*
Chair, Juvenile	0
[Table, Juvenile]	*{85}*
Chair, Readers'	0
{Table, Readers'}	*{100}*
Chair, Lounge	35 – 40
{Table, End}	*{12}*
Chair, Group Study	0t
{Table, Group Study}	*{120}*
{Carrel, Readers' Wood}	*{30}*

Technology

In California libraries, best planning practices suggest one public access computer per 750-1250 residents of the service area. The Castroville community has clearly requested additional computers as one its priorities for the new library. Associated with that request, computers will be an integral part of the Homework Center and support the Joint Use Agreement between the Library and the NMCUSD. In response we are planning for 1 public access computer per 500 residents. We believe the needs identified by the community as well as its low income and education characteristics warrant this high level of support.

Public access computers will be supported by 2 shared high-speed color laser printers networked through a print manager located at the circulation desk. The print manager will include an automated system for queuing orders and payment by patrons to cover the costs of paper, printer supplies and repair and maintenance

The new library will have a telecommunications equipment closet on each floor of the library. The telecommunication closets will include space for routers and a server which may be added in the future. These spaces will be easily accessed, well lit and temperature controlled with adequate air circulation.

Numbers and Types of Technology Equipment

The technology planned for the new Branch Library will consist of On-line Public Access Catalogs (OPACs), personal computers, self-check out units, copiers, fax machines, and audio-visual equipment. The rapid self-check out system will include a video camera and detection gates for security. Planned in the book return unit will be a return chip pad to automatically check in books as they are returned. The audio-visual items will consist of a projector, TV/VCR, and a screen. The staff will use one copier, one Fax machine, seven personal computers, eight printers, and eight phones. Miscellaneous technology will include surge protectors, bar code readers, a cash register, a calculator, headphones, etc.

Public access computers will have available ADA screen magnifier attachments; software for large print and foreign languages; access to the Internet; including the Monterey County Free Libraries website with links to other information databases, reference 24/7, and the MCFL on-line catalog with capacity for placing "hold" and transfer services, will be just some of the services offered. The monitor and projector will allow for multi-media presentations in the Community, Conference, and Study Tutor Rooms as well as the Children's Library.

Planned are twenty-four technology carrels in the Homework Center with the computers also being available for use by other patrons. There will be 6 public access computers located in other areas of the Library along with four OPACs. There will be 3 self-check-out units, and 2 high-speed laser printers for the public use. The public printers will operate from a printer manager located at the Circulation Desk and will be located on printer stands nearby.

The following chart provides the quantity and location of computers and printers located in the Library:

SPACE	TYPE				
	Computer, Public	Computer, Staff	Computer, OPAC	Print Managers	Printers
Fiction Collection	1				
Juvenile Collection & Seating	1				
Homework Collection & Seating	24				
Non-Fiction Collection & Seating					
On-line Public Access Catalog (OPAC)	2		4		
Reference Collection & Seating	1				

Reference Desk		2			2
Staff Services Workroom		2			2
Young Adult Collection & Seating	1				
Branch Manager's Office		1			1
Circulation Desk		2		2	4
TOTAL	**30**	**7**	**4**	**2**	**9**

See Appendix E for the Allocation of the Library's Technology for an in-depth analysis of all technology available in the Library.

Numbers and Types of Workstations

The public will have access to approximately 34 technology carrels housing public access computers and OPACs. There will also be stand-up and sit-down stations for self-check out units. Chairs will be provided for the technology carrels and some of the self check-out units. There will also be printer stands for the central printers. Twenty-four technology carrels with public access computers will be located in the Homework Center.

The following chart provides quantities of the variety of technology carrels and types.

SPACE	TYPE		
	Technology Carrel	**Self Check-Out Stand**	**Technology Task Chair**
Juvenile Collection	1		1
Self-Check Out Cluster		3	
Homework Collection	24		24
Fiction Collection	1		1
On-line Public Access Catalog (OPAC)	6		6
Reference Collection	1		1
Young Adult Collection	1		1
TOTAL	**34**	**3**	**34**

Calculations Described

The chairs for the technology carrels are not assigned square footage as the technology carrel assumes space for the seating. In addition, circulation around the workstation is accounted for in the assigned square footage. Technology, such as computers, desktop copiers, etc. is placed on top of workstations or carrels. Thus, items with a zero are not given square footage because this is accounted for under the technology carrel or stand square footage. *LibrisDesign* was used for all calculations.

Conversion Factors Provided

The technology carrels located will be clustered in the Homework Center. Four OPACs and 2 additional public access computers will be located in a technology carrel cluster previously donated by the Friends of the Castroville Library. Each of these cluster carrels are smaller in size and have been allocated 24 square feet each. There will be one stand-alone technology carrel located in the children's library which has been allocated 25 square feet. More generously-sized carrels will be located in the Fiction, Reference Services, and Young Adult areas of the Library and have been allocated 40 square feet. The square footage allocated for each technology carrel includes associated seating.

Brawner, Connecticut State Library, and *LibrisDesign*, recommend the following technology, and technology workstation square footage allocations:

TYPE	ITEM Sq. Ft.
Technology Carrel	24 – 40
Printer Stand	20 – 35
Copier	50
Self-Check Out Stand (Sit-down)	25
Self-Check Out Stand	25
Chair, Technology Carrel	0
AV/Technology Equipment Cart, Small	10
Surge Protector, Multiple Devices	0
Security System Gataes, Inventory Control	0
TV Monitor, 50" Projection HDTV Scree	0
Computer	0
Printers	0

See Appendix E for a complete analysis of the Allocation of the Library's Technology including location, type of item, quantity, square feet per item and total square footage allocated.

Staff Offices and Workstations

Projected Staff Organization Described

Castroville library staff will include one full time Supervising Librarian and one full time Library Assistant II, one 0.5 Library Assistant I and one 0.375 Library Assistant I and one 0.5 Homework Center Coordinator to staff the Homework Center during hours it is open. Extra hours are also given each month for substitutes and additional temporary personnel. Currently, the Castroville Library is staffed with a bilingual employee and a credentialed teacher. In addition, the community, as documented by the Needs Assessment, actively supports the Castroville branch through volunteer and Friends of the Castroville Library programs which they are planning to expand with the opening of the new building.

Standards Used to Determine Staff Size Provided

The Wisconsin Department of Public Instruction recommends, for a population of 10,000 to 24,999, a basic staffing level 0.4 full time employees per 1,000 population with a minimum of 1.0 full time employed staff recommended. At opening the Castroville library will have 3.375 FTE staff members which, supported by volunteers and Friends of the Library, we believe will provide the necessary service levels for the community.

Number of Staff Workstations Needed

Staff Workspaces account for approximately 700 square feet of the facility and include the Branch Manager's Office and Staff Services Workroom as well as the Circulation and Reference Desks from which the staff will provide services to the public. Services Workroom as well as the Circulation Desk will have a clerical counter with cabinets and/or shelving above and below. The staff will have use of two café type tables, with four chairs each, one in the staff lounge and one outside in a planned staff patio.

The staff will have approximately six workstations for rendering public services such as check-in, check-out, reference and clerical. These include one professional chair, one visitor's chair, one task stool, and three task chairs. The staff will also have other staff spaces such as the Staff Lounge, and Staff Entrance & Lobby. The staff will have four major public service workstations. Two of these workstations will be at the Circulation Desk and two at the Reference Desk. All of the major workstations will house multi-functional computers.

Allocations of Staff Workstations

Staff workstations are allocated between the Circulation Services, Reference Services, and Staff Services divisions. Within these divisions, space is allocated in the Branch Manager's Office, the Circulation Desk, the Reference Desk, Staff Entrance & Lobby, Staff Lounge, and Staff Services Workstation. There will be an office for the Branch Manager and two clerical counters, located in the Staff Services Workroom, for two part-time staff. The homework staff person will share space with the part-time Library Assistants. Another counter will be available for general office work in the public service desk area.

Calculations Described

All staff workspace items, those mobile and not mobile are calculated into the square footage of the building. Each piece of furniture is calculated to include space surrounding the piece for circulation. The following square footage, using sited and experienced sources, per unit (SF/UNIT) were used for this project: Brawner, Connecticut State Library, and *LibrisDesign* recommendations were used in the space calulcations for the Castroville Library.

Conversion Factors Provided

The following chart gives some of the conversion factors (square footage) for staff workspace items used for this Library:

TYPE	SQUARE FEET
Librarians' Office (enclosed w/computer)	100-150
Desk, Professional	60
Workstation Circulation Counter	35
Reference Desk	90-100
Materials return unit	16
Workstation, Circulation / Book Return	40
Workstation, Circulation / Check-out Desk	50
Workstation, Reference Desk	80
Chair, Task	0
Chair, Professional	0
Chair, Visitor's	15
Chair, Café	0
Table, Café	65
Sofa	55
Staff Lounge/break room (Relate the number of seats to the number of employees)	25 – 50
Stool	0

NOTE: In addition to the square foot allowances shown for the open-office furnishings, add 20 percent allowance to each space for general circulation.

Allocation of the Library's Staff Workspace located in E provides an in-depth analysis of staff workspace, workstations and equipment with quantities, square footage per item and total allocated square footage.

Meeting Room Requirements

Number of Meeting Rooms

There will be one large Community Room and a smaller Conference Room. The Community Room may in the future incorporate dividers in order to sub-divide the area into two or three sections. In addition, upstairs will be a Conference Room (Upstairs) that will be available for small meetings, conferences, etc.

Capacity of Meeting Rooms

The Community Room, planned for approximately 700 square feet, including an AV, Chair & Table Storage Room, will be able to accommodate approximately 80 people. The plans allow for 60 meeting room chairs. Meeting-room seating uses a smaller allocation of square feet per seat due to stackable and folding type chairs. A storage room will be provided for storage of the chairs and tables on dollies. This space will be wired for use as a classroom with computer outlets, etc., conference room, with tele and video conferencing equipment. Space is also provided for lecturers and programs using

audio-video equipment a lectern, and a whiteboard. A kitchenette with a sink will be available for coffee and snacks. The Conference Room (Upstairs) will contain a large conference table and 14 chairs, a kitchenette, and a unisex Public Rest Room. This makes a total of approximately 75 meeting room seats with nine meeting room tables available. The local building code allows seven square feet per person as a maximum capacity for any meeting room. The tables will be used for the overflow of homework, children's programs, meetings, etc. The plan allows for approximately 15% of the main library area to be devoted to Community Room space.

Allocation of Space

The Community Rooms and the Conference Room (Upstairs) will contain the meeting room seats. The Community Room will be approximately 650 square feet and the Conference Room (Upstairs) 300 square feet for a total of around 1,000 square feet for meeting activities.

See Appendix E, Allocation of the Library's Meeting Rooms for an in depth analysis.

How Rooms Support Plan of Service

The most basic goal of the Library Plan of Service is to provide free, equitable, and convenient community access to well maintained libraries. Another goal is to provide the community with programs and services that promote success in work, school, and personal lives. The Community Room will be used for a wide variety of programs and services, classes, meetings etc. provided by library staff, the Office of Education and Child Care Center and other Castroville groups and residents to fulfill that goal. The Castroville Needs Assessment calls for an expansion of the homework center, for smaller rooms, and special areas for study and small group meetings, for designated areas for adult reading and children's programming, and for a larger community meeting room. The needs assessment also calls for sufficient furniture to accommodate the needs of the community. The Conference Room (Upstairs) will allow space for smaller group meetings including staff conferences and the Community Room will allow for the overflow of homework activities, children's story times and programs, and large community meetings. At present, there is very limited space for meetings in Castroville, these new rooms will offer the residents and organizations in the service area vitally needed, significant new space resources.

Calculations Described

Using the standards set by the local building code of approximately seven square feet per person times divided by the total planned square footage of the Community Room equals 100 persons standing, may occupy the space at one time. For seating purposes, the conversion factor (square foot) per chair times a reasonable chair count and allowing for a kitchenette and AV, Chair & Table Storage Room, equals total number of seating allowed. For example, one stacking chair equals 12 square feet. Take 12 square feet times thirty equals 360 square feet.

Conversion Factors Provided

The total number of seats was based on experienced sources on previous and present Monterey County Free Libraries branches' meeting room versus total square footage of the building and population. The following factors are based on national library practices and the consulting librarians' experience with similar public libraries that have been constructed and placed in service: (*LibrisDesign* calculations and conversion factors were used).

The following chart gives some of the conversion factors (square feet) for meeting room items:

TYPE	SF/UNIT
Chair, Meeting Room – Folding	8 – 10
Chair, Meeting Room – Stacking	10 – 12
Table, Meeting Room – Folding	0

NOTE: As new media technology is introduced, such as electronic formats for reference materials, space requirements may change.

See Appendix E for Allocation of the Library's Meeting Rooms for an in-depth analysis of the meeting room structure.

Special Purpose

Homework Center

A planned approximate 724 square foot homework center will be incorporated into the building. This area seeks to satisfy the most ardent wishes of the needs assessment survey desiring a space for students to do homework and to accommodate tutoring for students and adults. The Homework Center will include a 604 square foot communal room with technology carrels and a study table as well as a 120 square foot study/tutor room to provide a quiet area for one-on-one tutoring or for small-group studying or projects. A homework coordinator and volunteers will provide assistance. Due to the nature of the Homework Center technology carrels will be smaller mobile units placed in groups rather than singly or in pairs. As a result the technology carrels in the Homework Center have been allocated 20 square feet each.

The entire area will be wired for power and data communications and computers will be furnished. Students may also use the public computers in the other library areas, which include Internet access, and the OPACs. Many of the technology carrels located in the Homework Center will be mobile to provide flexibility to accommodate special programs or services for students and other patrons when and where appropriate. Table seating will also be available this area. The collection will usually be teacher mandated textbooks and instructional material provided by the NMCUSD.

Twenty-four technology carrels will be in the Homework Center and, combined with table seating, this area will able to accommodate as many as 32 students.

Equipment

The Homework Center will include computers, technology carrels and a clock.

How Homework Center Supports Plan of Service

The Homework Center supports the Castroville Library Plan of Service, by providing a designated area for students to do homework with access to computers, curriculum and reference materials and a homework center coordinator to assist students in their academic success. The Homework Center has been designed to minimize noise to the surrounding public areas as requested by the community, while recognizing the limitations necessitated by a small staff. Special focus is placed on literacy, lifelong learning, and building community relations. Learning to conduct homework assignments and using computers provides a heavy emphasis on knowledge and lifelong learning. With the assistance of a Homework Coordinator and volunteers, another goal of the Library Plan of Service is accomplished that is providing competent and qualified library professionals to deliver excellent customer service. When available, the Homework Center or its technology carrels, may also be used by patrons and for library technology training programs or those utilizing computers.

Despite previous space limitations, in 1999, the Castroville Homework Center was named by the American Library Association as one of the **nation's top thirty programs** providing outstanding service to young adults. In 2001, the Monterey County Free Libraries Homework Center program was profiled as a model program in the book "Creating the Full- Service Homework Center for Your Library" (Cindy Mediavilla, American Library Association, Chicago 2001). Additionally, MCFL library staff presented a conference program entitled "Homework Centers: 10 years of Experience" at the California Library Association Conference in 2001.[9]

Calculations

LibrisDesign was used for the calculations. Planned is a semi-separate or separate area with space for the workstations, study tables, associated chairs, shelving units for support materials and circulation.

Miscellaneous Space Needs

Spaces

Major miscellaneous space needs will be for the Museum Exhibits space. In addition, spaces housing special purpose items for the public will include: The Children's Collection & Seating, Homework Collection & Seating, Homework Study/Tutoring Room, Museum Exhibits, Public Entrance & Lobby, Public Rest Rooms, Non-Fiction Collection & Seating, Meeting Room, On-line Public Access Catalog (OPAC), Reference Collection & Seating, and Young Adult Collection & Seating.

Special purpose items for staff usage will be located in the following spaces: Book Return Room, Branch Manager's Office, Circulation Desk, Copy Bay, Self-Service Reserved Book Collection, Custodial Sink & Storage Room, AV, Chair & Table Storage Room, Reference Desk, Staff Lounge, Staff Rest Room, Staff Services Workroom, Staff Storage/Supply Closet, and spaces will house special purpose items.

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[9] Glavin, Marie, MCFL Castroville Homework Center

See Appendix E Allocation of the Library's Special Purpose for an in-depth analysis into the division and spaces.

Equipment

The museum will include exhibit cases. In addition, other items such as bulletin boards, book bins, a mop sink, waste baskets, exhibit cases, clocks, file cabinets, kitchen units, etc. fall into this category.

See Appendix E, Allocation of the Library's Special Purpose and Allocation for Technology for an in-depth analysis of the miscellaneous equipment.

Intended Use

Museum Exhibits

The new library-museum facility and an adjacent childcare center will co-anchor a town plaza to be located on a site originally dedicated by Juan B. Castro as a civic center site. The plaza will provide space for cultural celebrations and community events such as music, festivals, and events that celebrate the diversity of the community of Castroville[10]. The museum space will have a permanent collection display of California history materials and some of the Castroville Heritage Society archived materials[11]. This area will also house local historical items such as maps, a large metal bell, archeological findings from the area, etc. The bell had been used in churches in Castroville for the past 89 years and was cast in San Francisco in 1887. These items will be housed in special locked exhibit cases and some items may be placed on the walls and/or ceiling.

As a passive viewing source, this area, located in the lobby, will encourage plaza visitors to browsing the collection. In addition, here will be the rest rooms, the drinking fountains, and vending machines. This area will be approximately 350 square feet. The goal of the MCFL in the area of Facilities and Operations is to provide free, equitable, and convenient community access to well maintained libraries. The museum will be available for all to browse freely and situated in an easily accessible interesting space. There will also be a collection of local history books housed in the Reference Collection & Seating area. This material will enhance the displays.

There are no standards to determine the need for or potential for success of a museum based on the size or characteristics of the population in this community. Local history museums are usually community-based endeavors whose success depends greatly on the efforts and commitment of the local support groups, on the quality and relevance of the museum program, and on the resourcefulness of the outreach/marketing planners. Local and other museum personnel, such as the Ventura County History Museum, the Mariposa County Museum, and the Monterey County Agricultural and Rural Life Museum, have been consulted.[12]

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[10] S. Munoz & Associates, Salvador Munoz.
[11] Glavin, Marie. MCFL Castroville Homework Center private grant application package.
[12] Bellinger & Foster Architects, etc. Castroville Recreation Feasibility Study, October 1998.

Other Special Purpose

Special purpose items for the public will include bulletin boards for public announcements, best seller lists, evacuation plans, etc. Staff bulletin boards will be used for staff announcements, legal postings, etc. Some wastebaskets will have shredders and these will be mainly for staff usage. Clocks will be in areas where time is of importance such as the Community Room. A vending machine will be located in the Public Entrance & Lobby for patrons as well as persons playing ball or attending other activities in the plaza.

Some items such as the coat and hat rack, file cabinets (Branch Manager's personal files), cash register (when fines are paid), mop sink (used by the custodian) will be used by the staff. Exterior benches will allow patrons and staff to read outdoors, hold conversations, or just enjoy the weather. The bicycle rack will encourage bicycle transportation to the library. The exhibit cases will allow housing for local collections for artifacts and printed material for public viewing.

How they Support Plan of Service

Museum Exhibits

This special purpose space will enhance community relations and allow some local history to be displayed for residents to view. It will carry along the idea of the Castro Plaza, which Juan Castro originally planned as the town center and incorporate some of the artifacts from that time. *LibrisDesign* was used for the calculations. This space will also support K-12 students by providing tangible connections with the history of Castroville and California. The architect has included space for circulation and square footage for exhibit cases. Space has been allowed for six exhibit cases.

Other Special Purposes

These items are small support items that will keep for public and staff efficiency and comfort. Wastebaskets and paper cup dispensers for cleanliness to hygiene to book trucks for the transportation of material within the library.

Calculations

Other Special Purpose

Brawner, Connecticut State Library, *LibrisDesign*, etc. recommends and assigns square footage to each item. This is timed the quantity thus equaling the total square footage. All special purpose items, those mobile and not mobile are calculated into the square footage of the building. Each special purpose item is calculated to include space surrounding the piece for circulation.

Conversion Factors for Homework Center, Exhibits, and Other Special Purpose

The following square footage, using sited and experienced sources, per unit (SF/UNIT) were used for this project: Brawner, Connecticut State Library, *LibrisDesign*, etc. recommend the following furniture square footage allocations:

TYPE	SQUARE FEET
Atlas Case/Stand	25 – 40
Bicycle Rack	36
Book Bin	10
Book Trucks, 18" w x 42"	8 – 10
Bulletin Board (Free Standing)	9
Cabinets/Files: Lateral	15
Cabinets/Files: Map -- flat file	35
Cabinets/Files: Microfilm – 9 to 12 drawer	15
Cabinets/Files: Standard legal	12
Cabinets/Files: Standard letter	10
Cabinets/Files: Upright double-door storage	15
Chair, Technology Workstation	0
Clock	0
Coat & Hat Rack	20
Coffee Maker	0
Computer, Desktop	0
Dictionary Stand (floor model)	35
Display Case	25-50
Donor Recognition Plaque	0
Drinking Fountain	0
Dumpster	36
Elevator	0
Exhibit Case	35
Flag Pole	25
Garbage Bin	15
Hose	0
Kitchenette	25 – 50
Lectern	0
Locker	5
Mail Boxes	30
Mat, Floor	0
Microwave Oven	0
Open/Close Sign	0
Rack, Literature Display	15
Recycle Bin	15
Rest Room Fixtures	0
Shelving, Industrial	12
Shelving, Standard	12
Sink, Mop	15
Staff Locker	4
Stool, Kick-Step	0
Table, Café	65
Tables, Children's	80

Tables, End	12
Tables, Juvenile	85
Tables, Readers	100
Technology Carrels	24 - 55
Towel Dispenser	0
Wall Book Return	0
Waste Basket	4
Water Cooler	5
White Board	0

Appendix E includes Allocation of the Library's Special Purpose and Allocation of the Library's Technology providing in-depth analyses for all special purpose items.

Non-Assignable Space

Assumptions

An assumption of approximately 20% to 25% will be non-assignable square footage Included in the gross square footage (GSF) are non-assignable portions including an elevator, two stairways, corridors, and interior walkways (circulation), lobby, rest rooms, walls, HVAC ducts, exterior amenities, and other design elements. In addition, the public and staff exterior, telecommunications room, and mechanical equipment room are classed as spaces where inventory is not permitted to be included. It is anticipated that additional program or services space may be required in the future as a result of the new partnerships being developed with the new Library. Therefore, an expansion space located upstairs, adjacent to the Conference Room consisting of approximately 700 square feet, may be incorporated into the plans to accommodate needs as they are identified.

Amount of Non-Assignable Square Footage

Divisions having non-assignable square footage include the Upstairs Rest Room, Mechanical Equipment Room, Telecommunications Closet, Public Rest Rooms, Staff Entrance & Lobby, and Staff Rest Room. Approximately 2,600 square feet or 28% of the assignable square footage will be allowed. This percentage is high due to future expansion space included in the library design.

Appendix A

Homework Center: Data Trends

See following page.

Appendix B

Economic and Demographic Data

See following pages.

Appendix C

Allocation of the Library Collections

See following pages that include Allocation of the Library's Book, Multimedia and periodical Collections.

Appendix D

Shelving the Library's Collection

Shelving the Library's Collections

TYPE

CATEGORY Volume Type Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING UNIT QTY	SqFt/	TOTAL SqFt
Book					
ADULT/YOUNG ADULT	**15,928**	**8.437**	**--**	**--**	**1,407**
Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	2,640	8	11	20	220
Fiction (SF)					
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	168	8	1	12	12
Fiction, International Languages					
42" Aisle SF 90"H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	336	8	2	12	24
Large Print					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	480	8	2	20	40
Local History					
Special Collections Display Book Case W/ 6 Shelves 48"w x 15"d x 72"H w/ locking glass doors	1,008	8	7	15	105
New Books (Face Out)					
42" Aisle DF 58"H Bookstore Display Shelving 3'W x 36"D w/10 angled shelves	30	1	1	30	30
Non-Fiction					
42" Aisle DF 66"H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	5,040	8	21	20	420
Non-Fiction (45")					
42" Aisle DF 45"H Steel Shelving W/ 6 Shelves 3'W x 24"D unit w/end panels & canopy top	287	8	2	20	40
Non-Fiction (SF)					
42" Aisle SF 90"H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	504	8	3	12	36
Non-Fiction, International Languages					
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	1,512	8	9	12	108
Paperbacks					
Paperback DF 66" Shelving Unit/ 10 Divider Shelves 3"W x 24"D unit /end panels & canopy top	960	16	2	20	40

TYPE

CATEGORY **Volume Type** Shelving Type	**Projected** **Volumes** **on Shelf**	**Volumes/** **Linear** **Foot**	**SHELVING** **UNIT** **QTY**	**SqFt/**	**TOTAL** **SqFt**
Book					
ADULT/YOUNG ADULT	**15,928**	**8.437**	**--**	**--**	**1,407**
Paperbacks, International Languages					
Paperback DF 66'' Shelving Unit/ 10 Divider Shelves 3"W x 24"D unit /end panels & canopy top	479	16	1	20	20
Ready Reference					
42'' Aisle SF 45''H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	216	6	4	12	48
Reference					
42'' Aisle DF 66''H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	1,620	6	9	20	180
Reference, International Languages					
42'' Aisle SF 45''H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	108	6	2	12	24
Young Adult					
42'' Aisle SF 45''H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	540	12	5	12	60
CHILDREN/JUVENILE	**7,596**	**15.81**	**--**	**--**	**512**
Children's Easy Readers					
42'' Aisle DF 45''H Steel Shelving W/ 6 Shelves 3'W x 24"D unit w/end panels & canopy top	720	20	2	20	40
Children's Easy Readers, International Languages					
42'' Aisle DF 45''H Steel Shelving W/ 6 Shelves 3'W x 24"D unit w/end panels & canopy top	360	20	1	20	20
Children's Picture Books					
42'' Aisle SF 45''H Steel Shelving W/ 3 Divider Shelves 3"w x 12"D unit w/end panels & canopy top	1,440	20	8	12	96
Children's Picture Books, International Languages					
42'' Aisle SF 45''H Steel Shelving W/ 3 Divider Shelves 3"w x 12"D unit w/end panels & canopy top	180	20	1	12	12
Juvenile Fiction					
42'' Aisle SF 45''H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	468	13	4	12	48
Juvenile Fiction (SF)					
42'' Aisle SF 90''H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	819	13	3	12	36
Juvenile Fiction, International Languages					
42'' Aisle SF 90'' H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	273	13	1	12	12
Juvenile Non-Fiction					
42'' Aisle DF 45''H Steel Shelving W/ 6 Shelves 3'W x 24"D unit w/end panels & canopy top	1,404	13	6	20	120

TYPE

CATEGORY **Volume Type** Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING		TOTAL SqFt
			UNIT QTY	SqFt/	

Book

CHILDREN/JUVENILE — <u>**7,596**</u> <u>**15.81**</u> — — <u>**512**</u>

	Projected Volumes on Shelf	Volumes/ Linear Foot	UNIT QTY	SqFt/	TOTAL SqFt
Juvenile Non-Fiction (SF/90)					
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves	546	13	2	12	24
3'W x 12"D unit w/ end panels & canopy top					
Juvenile Non-Fiction, International Languages					
42" Aisle SF 45"H Steel Shelving W/ 3 Shelves	234	13	2	12	24
3'W x 12"D unit w/ end panels & canopy top					
Juvenile Paperbacks					
Paperback DF 45" Shelving Unit/ 6 Divider Shelves	1,152	16	4	20	80
3'W x 24"D unit /end panels & canopy top					
Totals for Book:	<u>**23,524**</u>	<u>**11.444**</u>	--	--	<u>**1,919**</u>

TYPE

	Projected	Volumes/	SHELVING		
CATEGORY	**Volumes**	**Linear**	**UNIT**	**SqFt/**	**TOTAL**
Volume Type	**on Shelf**	**Foot**	**QTY**		**SqFt**
Shelving Type					

Multimedia

	Projected	Volumes/			TOTAL
COMBINED (ADULT & CHILDREN'S)	**1,040**	**13.75**	**--**	**--**	**92**
Audio Book Cassette					
Audio Book DF 45" Shelving Unit W/6 Divider Shelves	360	10	2	20	40
3'W x 24"D unit w/end panels & canopy top					
CD-ROM					
CD-ROM SF Shelving Unit W/ 4 Sliding Browser Boxes	320	25	1	12	12
3'W x 12"D unit - 96 CD-ROM's / box					
Video Cassette					
Video Cassette DF 45" Shelving Unit W/6 Divider Shelves	180	10	1	20	20
3'W x 24"D unit w/end panels & canopy topy					
Video Cassette, International Languages					
Video Cassette DF 45" Shelving Unit W/6 Divider Shelves	180	10	1	20	20
3'W x 24"D unit w/end panels & canopy topy					
Totals for Multimedia:	**1,040**	**13.75**	**--**	**--**	**92**

TYPE

CATEGORY **Volume Type** Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING UNIT QTY	SqFt/	TOTAL SqFt
Periodical					
ADULT/YOUNG ADULT	**36**	**1**	**--**	**--**	**64**
Current Magazines					
42" Aisle DF 45"H Magazine Display Shelving W/ 4 Shelvs 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	12	1	1	20	20
Current Magazines, International Languages					
42" Aisle DF 45"H Magazine Display Shelving W/ 4 Shelvs 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	12	1	1	20	20
Current Newspapers					
42" Aisle SF 45''H Newspaper Display Shelving W/ 2 Shelves 3'W x 12"D unit w/ flip up sloping shelf & shelf underneath	6	1	1	12	12
Current Newspapers, International Languages					
42" Aisle SF 45''H Newspaper Display Shelving W/ 2 Shelves 3'W x 12"D unit w/ flip up sloping shelf & shelf underneath	6	1	1	12	12
CHILDREN/JUVENILE	**12**	**1**	**--**	**--**	**20**
Juvenile Current Magazines					
42" Aisle DF 45"H Magazine Display Shelving W/ 4 Shelvs 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	12	1	1	20	20
Totals for Periodical:	**48**	**1**	**--**	**--**	**84**

Appendix E

Allocation of the Library's Shelving, Seating, and Equipment

Allocation of the Library's
<u>Meeting Rooms</u>

<u>LIBRARY DIVISION</u>

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
<u>COMMUNITY ROOM</u>			
AV, Chair & Table Storage Room			
Dolly, Chair	2	15	30
2'w x 3'd w/ 10 - 20 chairs stacked			
Dolly, Table	2	15	30
3'w x 2'd w/ 4 tables per dolly			
Lectern, Tabletop	1	0	0
22"w x 16"d x 17"h w/ microphone & speaker			
Table, Meeting Room	8	0	0
60"w x 24"d x 29"h - folding			
White Board, Rolling	1	0	0
4' x 6' - erasable marker board			
Community Room w/Kitchenette			
Cabinet, Above Counter (Lockable)	6	0	0
1 linear foot x 24"d			
Cabinet, Below Counter (Lockable)	4	0	0
1 linear foot x 24"d			
Chair, Meeting Room - Folding	30	8	240
18"w x 20"d			
Chair, Meeting Room - Stacking	30	12	360
25"w x 21"d			
Clock	1	0	0
Wall-mounted			
Coffee Maker/Urn	1	0	0
Hot Water Urn	1	0	0
Kitchen Unit	1	37	37
78"w x 26"d x 84"h w/ sink, 2 stove top burners & regrigerator			
Microwave Oven	1	0	0
30"w x 14"d x 16"h - countertop or under cabinet			
Paper Cup Dispenser	1	0	0
3" diameter x 18"h - Wall-mounted			
Paper Towel Dispenser	1	0	0
Wall-mounted			
Soap Dispenser	1	0	0
5"w x 4"d x 10"h - Wall-mounted			
Waste Basket	2	0	0
13"w x 15"d x 15"h			

Allocation of the Library's
Meeting Rooms

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
Conference Room (Upstairs)			
Chair, Conference Room	14	0	0
At conference table - 26″w x 28″d			
Clock	1	0	0
Wall-mounted			
Presentation Center	1	0	0
48″w x 36″h w/ marker board, tack board, & flip chart			

COMMUNITY ROOM

Conference Room (Upstairs)

Table, Conference	1	260	260
144″w x 54″d x 29″h (10 to 14 Person)			
Waste Basket	1	0	0
13″w x 15″d x 15″h			
			957

Allocation of the Library's
Reader's Seats

LIBRARY DIVISION

Space Name	ITEM	ITEM	TOTAL
Type of Item			Sq. Ft.

CHILDREN'S LIBRARY

Children's Collection & Seating

Chair, Child's	12	0	0
14"w x 13"d x 10-16"h			
Table, Children's	3	80	240
48" diameter x 21-26"h (4 Person)			

Juvenile Collection & Seating

Chair, Juvenile	8	0	0
16"w x 16"d x 16-18"h			
Table, Juvenile	2	85	170
66"w x 36"d x 27"h (4 Person)			

FICTION COLLECTION

Fiction Collection & Seating

Chair, Reader's	4	0	0
21"w x 21"d			
Table, Reader's	1	100	100
72"w x 48"d x 29"h (4 Person)			

HOMEWORK CENTER

Homework Collection & Seating

Chair, Reader's	4	0	0
21"w x 21"d			
Table, Reader's	1	100	100
72"w x 48"d x 29"h (4 Person)			

Study/Tutoring Room

Chair, Group Study	4	0	0
At table or counter - 21"w x 21"d			
Table, Group Study	1	120	120
42" diameter x 29"h (4 Person)			

NON-FICTION COLLECTION

Non-Fiction Collection & Seating

Chair, Reader's	8	0	0
21"w x 21"d			
Table, Reader's	2	100	200
72"w x 48"d x 29"h (4 Person)			

PERIODICALS COLLECTION

Current Magazine & Newspaper Display & Seating

Chair, Lounge	4	35	140
36"w x 36"d			
Table, End	2	12	24
30"w x 30"d x 20"h			

Allocation of the Library's
Reader's Seats

LIBRARY DIVISION
    Space Name
        Type of Item
	ITEM	ITEM	TOTAL
			Sq. Ft.

REFERENCE SERVICES			
Reference Collection & Seating			
Chair, Reader's	4	0	0
21″w x 21″d			
Table, Reader's	1	100	100
72″w x 48″d x 29″h (4 Person)			
YOUNG ADULT LIBRARY			
Young Adult Collection & Seating			
Chair, Reader's	4	0	0
21″w x 21″d			
Table, Reader's	1	100	100
72″w x 48″d x 29″h (4 Person)			
			1,294

Allocation of the Library's
Shelving

<u>LIBRARY DIVISION</u>

Space Name	ITEM	ITEM	TOTAL
Type of Item			Sq. Ft.

AUDIO-VISUAL COLLECTION

AV Collection

Audio Book DF 45" Shelving Unit W/6 Divider Shelves	2	20	40
3'W x 24"D unit w/end panels & canopy top			
Video Cassette DF 45" Shelving Unit W/6 Divider Shelves	2	20	40
3'W x 24"D unit w/end panels & canopy topy			

BROWSING

New Book Display

42" Aisle DF 58"H Bookstore Display Shelving	1	30	30
3'W x 36"D w/10 angled shelves			

CHILDREN'S LIBRARY

Children's Collection & Seating

42" Aisle DF 45″H Steel Shelving W/ 6 Shelves	3	20	60
3'W x 24"D unit w/end panels & canopy top			
42" Aisle SF 45"H Steel Shelving W/ 3 Divider Shelves	9	12	108
3"w x 12"D unit w/end panels & canopy top			

Juvenile Collection & Seating

42" Aisle DF 45″H Steel Shelving W/ 6 Shelves	6	20	120
3'W x 24"D unit w/end panels & canopy top			
42" Aisle SF 45"H Steel Shelving W/ 3 Shelves	6	12	72
3'W x 12"D unit w/ end panels & canopy top			
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves	3	12	36
3'W x 12"D unit w/ end panels & canopy top			
42" Aisle SF 90"H Steel Shelving W/ 7 Shelves	3	12	36
3'W x 12"D unit w/ end panels & canopy top			
42″ Aisle DF 45″H Magazine Display Shelving W/ 4 Shelvs	1	20	20
3'W x 24"D unit w/ flip up sloping shelf & shelf underneath			
Paperback DF 45" Shelving Unit/ 6 Divider Shelves	4	20	80
3'W x 24"D unit /end panels & canopy top			

FICTION COLLECTION

Fiction Collection & Seating

42" Aisle DF 66″H Steel Shelving W/ 10 Shelves	13	20	260
3'W x 24"D unit w/end panels & canopy top			
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves	1	12	12
3'W x 12"D unit w/ end panels & canopy top			
42" Aisle SF 90"H Steel Shelving W/ 7 Shelves	2	12	24
3'W x 12"D unit w/ end panels & canopy top			
Paperback DF 66" Shelving Unit/ 10 Divider Shelves	3	20	60
3'W x 24"D unit /end panels & canopy top			
Special Collections Display Book Case W/ 6 Shelves	7	15	105
48"w x 15"d x 72"H w/ locking glass doors			

Allocation of the Library's
**Shelving**

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
NON-FICTION COLLECTION			
Non-Fiction Collection & Seating			
42" Aisle DF 45″H Steel Shelving W/ 6 Shelves 3'W x 24"D unit w/end panels & canopy top	2	20	40
42" Aisle DF 66″H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	21	20	420
42" Aisle SF 90" H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	9	12	108
42" Aisle SF 90"H Steel Shelving W/ 7 Shelves 3'W x 12"D unit w/ end panels & canopy top	3	12	36
PERIODICALS COLLECTION			
Current Magazine & Newspaper Display & Seating			
42" Aisle SF 45"H Newspaper Display Shelving W/ 2 Shelves 3'W x 12"D unit w/ flip up sloping shelf & shelf underneath	2	12	24
42″ Aisle DF 45″H Magazine Display Shelving W/ 4 Shelvs 3'W x 24"D unit w/ flip up sloping shelf & shelf underneath	2	20	40
REFERENCE SERVICES			
Reference Collection & Seating			
42" Aisle DF 66″H Steel Shelving W/ 10 Shelves 3'W x 24"D unit w/end panels & canopy top	9	20	180
42" Aisle SF 45"H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	6	12	72
Reference Desk			
CD-ROM SF Shelving Unit W/ 4 Sliding Browser Boxes 3'W x 12"D unit - 96 CD-ROM's / box	1	12	12
YOUNG ADULT LIBRARY			
Young Adult Collection & Seating			
42" Aisle SF 45"H Steel Shelving W/ 3 Shelves 3'W x 12"D unit w/ end panels & canopy top	5	12	60
			2,095

Allocation of the Library's
Special Purpose

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
CHILDREN'S LIBRARY			
Children's Collection & Seating			
Bulletin Board	1	0	0
Clock	1	0	0
Wall-mounted			
Juvenile Collection & Seating			
Bulletin Board	1	0	0
Waste Basket	1	0	0
13"w x 15"d x 15"h			
CIRCULATION SERVICES			
Circulation Desk			
Clock	1	0	0
Wall-mounted			
Copy Bay			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
Self-Service Reserved Book Collection			
Shelving, SF 90"h Steel W/ 7 Shelves	1	12	12
3'w x 12"d unit			
COMMUNITY ROOM			
Public Rest Room (Upstairs)			
Commode	1	0	0
Rest room			
Hand Dryer	1	0	0
12"w x 7"d x 10"h - wall-mounted			
Mirror, With Shelf	1	0	0
Above counter			
Paper Towel Dispenser	1	0	0
Wall-mounted			
Sanitary Disposal Container	1	0	0
Sink And Counter	1	0	0
Rest room			
Soap Dispenser	1	0	0
5"w x 4"d x 10"h - Wall-mounted			
Stall	1	0	0
Rest room			
Toliet Paper Dispenser	1	0	0
Wall-mounted			
Waste Basket (Large)	1	0	0

Allocation of the Library's
Special Purpose

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
FICTION COLLECTION			
Fiction Collection & Seating			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
GENERAL BUILDING SERVICES			
Custodial Sink & Storage Room			
Hand Truck	1	4	4
23"w x 18"d x 51"h			
Hose W/ Spray Nozzle	1	0	0
Ladder, Extension	1	0	0
22"w x 55"–156"h - Wall-mounted			
Ladder, Step	1	0	0
Paper Towel Dispenser	1	0	0
Wall-mounted			
Shelving, Industrial	1	15	15
SF 36"w x 24"d x 84"h steel w/ 6 shelves			
Sink, Mop	1	6	6
HOMEWORK CENTER			
Homework Collection & Seating			
Clock	1	0	0
Wall-mounted			
Shelving, SF 45"h Steel W/ 3 Shelves	2	12	24
3'w x 12"d unit			
Waste Basket	2	0	0
13"w x 15"d x 15"h			
Study/Tutoring Room			
Clock	1	0	0
Wall-mounted			
LIBRARY ENTRANCE			
Museum Exhibits			
Case, Exhibit	4	35	140
48"w x 24"d x 72"h			
Case, Floor Display	2	30	60
48"w x 18"d x 48"h			
Public Entrance & Lobby			
Bench, Exterior	3	0	0
76" x 22" x 18"			
Bicycle Rack	2	0	0
Bulletin Board	1	0	0
Case, In-Wall Display	1	0	0
Custom built-in, 60"w x 18"d x 72"h, w/ lighting & glass doors			

Allocation of the Library's
Special Purpose

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
LIBRARY ENTRANCE			
Public Entrance & Lobby			
Clock	1	0	0
Wall-mounted			
Donor Recognition Plaque	1	0	0
Drinking Fountain	2	0	0
18"w x 19"d x 24"h - Built-in			
Rack, Literature Display Handout	1	0	0
Wall-mounted			
Sign, Announcement	1	0	0
Free standing			
Vending Machine	2	0	0
40"w x 40"d x 72"h			
Public Rest Rooms			
Commode	3	0	0
Rest room			
Diaper Changing Counter	2	0	0
36"w x 18"d			
Hand Dryer	2	0	0
12"w x 7"d x 10"h - wall-mounted			
Mirror, With Shelf	2	0	0
Above counter			
Paper Towel Dispenser	2	0	0
Wall-mounted			
Sanitary Disposal Container	2	0	0
Sink And Counter	4	0	0
Rest room			
Soap Dispenser	2	0	0
5"w x 4"d x 10"h - Wall-mounted			
Stall	3	0	0
Rest room			
Toliet Paper Dispenser	4	0	0
Wall-mounted			
Urinal	2	0	0
Waste Basket (Large)	2	0	0
REFERENCE SERVICES			
On-Line Public Access Catalog (OPAC) Cluster			
Waste Basket	2	0	0
13"w x 15"d x 15"h			
Reference Collection & Seating			
Atlas Case	1	25	25
31"w x 25"d x 43"h w/ 5 shelves			

Allocation of the Library's
Special Purpose

<u>LIBRARY DIVISION</u>

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
<u>REFERENCE SERVICES</u>			
Reference Collection & Seating			
File Cabinet, Vertical (Four Drawer)	3	14	42
18"w x 29"d x 52"h			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
<u>YOUNG ADULT LIBRARY</u>			
Young Adult Collection & Seating			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
			328

Allocation of the Library's
Staff Workspace

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
CIRCULATION SERVICES			
Book Return Room			
Book Bin, Depressible	1	20	20
Wall Book Return (W/Face Plate & Chute)	1	0	0
13" x 20" x 11 1/2"			
Branch Manager's Office			
Bulletin Board	1	0	0
Chair, Supervisor's	1	0	0
Mid-back mid-quality			
Chair, Visitor's	1	15	15
Clock	1	0	0
Wall-mounted			
Coat & Hat Rack (Wall Mounted)	1	0	0
Desk, Supervisor's	1	60	60
66"w x 30"d			
File Cabinet, Vertical (Four Drawer)	1	14	14
18"w x 29"d x 52"h			
Shelving, SF 90"h Steel W/ 7 Shelves	1	12	12
3'w x 12"d unit			
Waste Basket W/Shredder	1	0	0
18'w x 14'd x 12'h			
Circulation Desk			
Book Bin, Depressible	1	0	0
In Circulation Desk			
Book Truck	2	10	20
36"w x 24"d			
Cabinet, Above Counter (Lockable)	6	0	0
1 linear foot x 24"d			
Cabinet, Below Counter (Lockable)	6	0	0
1 linear foot x 24"d			
Mat, Anti-fatigue	1	0	0
Shelving, SF 90"h Steel W/ 7 Shelves	1	12	12
3'w x 12"d unit			
Stool	1	0	0
Waste Basket W/ Shredder	1	4	4
18"w x 14"d x 12"h			
Workstation, Circulation Book Return Desk	1	40	40
3'w x 30"d w/ 7' behind desk & 3.5' in front			
Workstation, Circulation Check-Out Desk	1	50	50
4'w x 30"d w/ 7' behind desk & 3.5' in front			
Workstation, Circulation Counter	1	35	35
60"w x 30"d - Against Wall			

Allocation of the Library's
Staff Workspace

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
REFERENCE SERVICES			
Reference Desk			
Cabinet, Below Counter (Lockable)	3	0	0
1 linear foot x 24"d			
Chair, Task	1	0	0
Low back mid-quality with casters 25"w x 25"d			
Shelving, SF 90"h Steel W/ 7 Shelves	1	12	12
3'w x 12"d unit			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
Workstation, Reference Desk	1	80	80
6'w x 30"d w/ 7' behind desk & 3.5' in front			
STAFF SERVICES			
Staff Entrance & Lobby			
Chair, Café	4	0	0
Exterior			
Table, Café	1	0	0
Exterior			
Staff Lounge w/Kitchenette			
Bottled Water Dispenser	1	4	4
18"w x 18"d			
Bulletin Board	1	0	0
Cabinet, Above Counter (Lockable)	4	0	0
1 linear foot x 24"d			
Cabinet, Below Counter (Lockable)	2	0	0
1 linear foot x 24"d			
Chair, Café	4	0	0
Clock	1	0	0
Wall-mounted			
Coat & Hat Rack (Wall Mounted)	1	0	0
Coffee Maker/Urn	1	0	0
Hot Water Urn	1	0	0
Kitchen Unit	1	25	25
52"w x 26"d x 84"h w/ sink, 2 stove top burners & regrigerator			
Locker	2	5	10
Unit 12"w x 12"d x 62"h (Three 20"h lockers)			
Microwave Oven	1	0	0
30"w x 14"d x 16"h - countertop or under cabinet			
Paper Cup Dispenser	1	0	0
3" diameter x 18"h - Wall-mounted			
Paper Towel Dispenser	1	0	0
Wall-mounted			
Soap Dispenser	1	0	0
5"w x 4"d x 10"h - Wall-mounted			

Allocation of the Library's
Staff Workspace

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
STAFF SERVICES			
Staff Lounge w/Kitchenette			
Sofa (2 Seat)	1	55	55
56"w x 32"d			
Table, Café	1	65	65
Staff (4) - 36" diameter			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
Staff Rest Room			
Commode	1	0	0
Rest room			
Hand Dryer	1	0	0
12"w x 7"d x 10"h - wall-mounted			
Mirror, With Shelf	1	0	0
Above counter			
Paper Towel Dispenser	1	0	0
Wall-mounted			
Sanitary Disposal Container	1	0	0
Sink And Counter	1	0	0
Rest room			
Soap Dispenser	1	0	0
5"w x 4"d x 10"h - Wall-mounted			
Toliet Paper Dispenser	1	0	0
Wall-mounted			
Waste Basket	1	0	0
13"w x 15"d x 15"h			
Staff Services Workroom			
Book Truck	2	10	20
36"w x 24"d			
Bulletin Board	1	0	0
Cabinet, Above Counter (Lockable)	9	0	0
1 linear foot x 24"d			
Cabinet, Below Counter (Lockable)	2	0	0
1 linear foot x 24"d			
Chair, Task	2	0	0
Low back mid-quality with casters 25"w x 25"d			
Clock	1	0	0
Wall-mounted			
File Cabinet, Vertical (Two Drawer)	2	0	0
18"w x 25"d x 29"h			
Mail Boxes	1	0	0
Tabletop (4 - compartment unit/15" x 11" x 13'			
Paper Cup Dispenser	1	0	0
3" diameter x 18"h - Wall-mounted			

Allocation of the Library's
Staff Workspace

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
STAFF SERVICES			
Staff Services Workroom			
Paper Cutter	1	0	0
Paper Towel Dispenser	1	0	0
Wall-mounted			
Shelving, SF 90"h Steel W/ 7 Shelves	7	12	84
3'w x 12"d unit			
Sink	1	14	14
24"w x 24"d - In counter			
Soap Dispenser	1	0	0
5"w x 4"d x 10"h - Wall-mounted			
Table, Work	1	120	120
60"w x 36"d x 29"h (1 to 2 Person)			
Waste Basket W/Shredder	1	0	0
18'w x 14'd x 12'h			
Workstation, Clerical Counter	1	70	70
12'w x 30"d -- Against Wall			
Staff Storage/Supply Closet			
Box, Cardboard	6	4	24
In transition or storage			
			865

Allocation of the Library's
<u>Technology</u>

<u>LIBRARY DIVISION</u>

Space Name	ITEM	ITEM	TOTAL
Type of Item			Sq. Ft.

<u>CHILDREN'S LIBRARY</u>

Juvenile Collection & Seating

	ITEM	ITEM	TOTAL
Chair, Technology Workstation	1	0	0
21"w x 21"d			
Computer, Public Desktop	1	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Surge Protector, Multiple Devices	1	0	0
Technology Carrel	1	24	24
36"w x 24"d (1Person) sit-down w/ power & data management			

<u>CIRCULATION SERVICES</u>

Book Return Room

	ITEM	ITEM	TOTAL
Bar Code Reader, In Return Chute	1	0	0

Branch Manager's Office

	ITEM	ITEM	TOTAL
Computer, Staff Desktop	1	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Printer, Laser (Color)	1	0	0
Surge Protector, Multiple Devices	1	0	0
Telephone, Portable/Wireless Handset	1	0	0

Circulation Desk

	ITEM	ITEM	TOTAL
ADA Screen Magnifier Attachment	1	0	0
Attaches to monitor			
Bar Code Reader, In Return Chute	1	0	0
Bar Code Reader, In-Counter	2	0	0
Calculator	1	0	0
Cash Register	1	0	0
Computer, Print Manager Desktop	1	0	0
CPU, mouse & keyboard w 15"/flat plasma monitor			
Computer, Staff Desktop	2	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Printer Stand	2	20	40
24"w x 16"d x 28"h			
Printer, Laser (Color)	4	0	0
Security Surveillance System	1	0	0
VCR with 4 color cameras & 14" quad screen monitor			
Security System Gates, Inventory Control	1	15	15
Two gates (one corridor) 3'W x 5'D x 70"H			
Surge Protector, Multiple Devices	7	0	0
Telephone, Portable/Wireless Handset	1	0	0
Telephone, Portable/Wireless Headset	1	0	0

Copy Bay

	ITEM	ITEM	TOTAL
Copier, Color Freestanding	1	35	35
Floor unit w/collator & enlarger 60"w x 30"d x 40"h			
Surge Protector, Multiple Devices	1	0	0

Allocation of the Library's
Technology

LIBRARY DIVISION

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
CIRCULATION SERVICES			
Self-Check Out Cluster			
Self Check-Out Machine	3	0	0
25″w x 29″d x 27″h - counter top unit			
Self-Check Out Stand (Sit-down)	1	25	25
42″w x 29″d x 27″h			
Self-Check-out Stand	2	25	50
42″w x 29″d x 30″h			
Surge Protector, Multiple Devices	3	0	0
COMMUNITY ROOM			
AV, Chair & Table Storage Room			
AV/Technology Equipment Cart, Large	1	15	15
32″w x 24″d x 44″h			
Projector, Portable AV & Computer LCD/DLP	1	0	0
10″w x 14″d x 5″h - Multimedia (TV, VCR, DVD, Video, VGA-XGA Etc.) Projection			
Surge Protector, Multiple Devices	1	0	0
TV Monitor, 32″	1	0	0
36″w x 24″d x 27″h			
TV Monitor, 50″ Projection HDTV Screen	1	0	0
43″w x 4″d x 51″h			
Conference Room (Upstairs)			
Telephone Handset	1	0	0
FICTION COLLECTION			
Fiction Collection & Seating			
Chair, Technology Workstation	1	0	0
21″w x 21″d			
Computer, Public Desktop	1	0	0
CPU, mouse & keyboard, w/15″ flat plasma monitor			
Surge Protector, Multiple Devices	1	0	0
Technology Carrel	1	40	40
41″w x 30″d (1 Person) sit-down w/ power & data management			
GENERAL BUILDING SERVICES			
Telecommunications Closet			
Router/Switch	1	0	0
Rack-mounted - 8″w x 20″d x 24″h			
HOMEWORK CENTER			
Homework Collection & Seating			
Chair, Technology Workstation	24	0	0
21″w x 21″d			

Allocation of the Library's
Technology

<u>LIBRARY DIVISION</u>

Space Name	ITEM	ITEM	TOTAL
Type of Item			Sq. Ft.

HOMEWORK CENTER

Homework Collection & Seating

	ITEM	ITEM	TOTAL
Computer, Public Desktop	24	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Headphones	10	0	0
Surge Protector, Multiple Devices	24	0	0
Technology Carrel	24	24	576
36"w x 24"d (1Person) sit-down w/ power & data management			

LIBRARY ENTRANCE

Public Entrance & Lobby

	ITEM	ITEM	TOTAL
Telephone, Public Pay	1	0	0
30"w x 19"d - Accessible			

REFERENCE SERVICES

On-Line Public Access Catalog (OPAC) Cluster

	ITEM	ITEM	TOTAL
Chair, Technology Workstation	6	0	0
21"w x 21"d			
Computer, OPAC Desktop	4	0	0
CPU, mouse & keyboard, 2/ 15" flat plasma monitor			
Computer, Public Desktop	2	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Surge Protector, Multiple Devices	6	0	0
Technology Carrel	6	24	144
36"w x 24"d (1Person) sit-down w/ power & data management			

Reference Collection & Seating

	ITEM	ITEM	TOTAL
Chair, Technology Workstation	1	0	0
21"w x 21"d			
Computer, Public Desktop	1	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Surge Protector, Multiple Devices	1	0	0
Technology Carrel	1	40	40
41"w x 30"d (1 Person) sit-down w/ power & data management			

Reference Desk

	ITEM	ITEM	TOTAL
Computer, Print Manager Desktop	1	0	0
CPU, mouse & keyboard w 15"/flat plasma monitor			
Computer, Staff Desktop	2	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
FAX Machine, Desktop	1	0	0
30"w x 17"d x 21"h			
Printer, Laser (Color)	2	0	0
Surge Protector, Multiple Devices	3	0	0
Telephone, Portable/Wireless Handset	1	0	0
Telephone, Portable/Wireless Headset	1	0	0

Allocation of the Library's
Technology

<u>LIBRARY DIVISION</u>

Space Name Type of Item	ITEM	ITEM	TOTAL Sq. Ft.
STAFF SERVICES			
Staff Lounge w/Kitchenette			
Telephone, Portable/Wireless Handset	1	0	0
Staff Services Workroom			
Bar Code Reader, Fixed Mount	1	0	0
Bar Code Reader, Hand-Held	1	0	0
Computer, Staff Desktop	2	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Copier, Color Countertop	1	0	0
17"w x 16"d x 8"h			
Printer, Laser (Color)	2	0	0
Scanner, Flat	1	0	0
Surge Protector, Multiple Devices	2	0	0
Telephone Answering Machine	1	0	0
Telephone, Portable/Wireless Handset	1	0	0
Telephone, Portable/Wireless Headset	1	0	0
YOUNG ADULT LIBRARY			
Young Adult Collection & Seating			
Chair, Technology Workstation	1	0	0
21"w x 21"d			
Computer, Public Desktop	1	0	0
CPU, mouse & keyboard, w/15" flat plasma monitor			
Surge Protector, Multiple Devices	1	0	0
Technology Carrel	1	40	40
41"w x 30"d (1 Person) sit-down w/ power & data management			
			1,044

Appendix F

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